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ABSTRACT

To examine the differences between mother-child interaction in middle class and in isolated rural poor families, a sample of 24 rural poor and 12 middle class mothers were videotaped as they interacted with their preschool children in structured situations. (Rural poor mothers were found to initiate verbal interaction with a question, a situation that exerts more press on the child to respond as vs. an information-providing situation which offers the child an opportunity to respond without pressing him.) As a result of the taped observations, a home teaching program was developed to improve the informational resources and verbal interaction of rural poor mothers with their children. The home-teaching program centered on changing rural poor mothers' strategies for interacting with their children from a question-asking to an information-providing strategy through a series of 16 weekly one hour visits to 12 rural poor mothers' homes. During these visits, the home visitor worked with the mother and her preschool children demonstrating a variety of play activities which focused on the development of language skills and better mother-child communication. The Peabody Picture Vocabulary Test and the Wechsler Pre-school and Primary Scale of Intelligence were administered to children before and after the program. Significant results (average of 7.37 points higher than pre-test scores $t=2.15$, $p< .05$ for children who participated in program) were found for the verbal scale of the Wechsler test. (SB)

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CORNELL RESEARCH PROGRAM IN EARLY DEVELOPMENT AND EDUCATION

A Component of the National Laboratory on

Early Childhood Education

ANALYSIS AND MODIFICATION OF MATERNAL TEACHING STRATEGIES IN RURAL POOR FAMILIES

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PREFACE

This is the final report of a research project which began in December 1966. It has been funded under the Cornell Research Program in Early Development and Education, A Component of the National Laboratory on Early Childhood Education from the Office of Education, U.S. Department of Health, Education and Welfare.

There are a number of persons whose efforts have been crucial to the successful completion of this project. The authors are pleased to have the opportunity to thank the many persons who have, at some time, been part of the project staff:

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And we are appreciative of the cooperation of the families, whose participation made the study possible and worthwhile.

Helen T. M. Bayer
Margaret Parkman Ray

September 1973

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Chapter 1

INTRODUCTION AND BACKGROUND OF THE STUDY

The present research was undertaken as a combined action-research -- basic-research project. This dual focus was regarded as an essential step in resolving the dilemma of compensatory education programs. The compelling nature of the problem which compensatory education programs set out to tackle -- namely, that there are hundreds of thousands of children who are not acquiring the level of literacy necessary to function in our increasingly technical, reading-dependent society -- leads to a press for immediate and large-scale action. Under this press, there is a tendency to take a "massive attack" approach in which many special services are used conjunctively. Such an approach does not allow for assessing the effects of any one nor the interaction of any cluster of techniques. As Goldberg (1966) points out:

> "As a result, programs which appear to affect gains in their pilot stages (where all services are intensive and heavily funded, and where a strong Hawthorne Effect operates) turn out to have little, if any, effects when they are disseminated to many schools on a curtailed budget. Since there is no way of identifying which services or combinations were responsible for the positive effect or enough money to achieve in a hundred schools the full impact possible in the pilot school, the expanded programs, as in the case of Higher Horizons in New York City, turn out to be ineffectual. What is far more serious than the waste of money and effort is the failure of five or six years work to increase our knowledge of what works and what doesn't. The only ones served by such failures are those who use them as confirmation of their belief in the basic inferiority of disadvantaged children."

Once it is recognized that dependable knowledge of what constitutes effective compensatory education requires specificity of input and population and careful objective evaluation, the research objectives of both an action-

research and basic-research project seem to dovetail. Selection of a delimited set of procedures from amongst the many which might be presumed to be effective can only be guided by theoretical formulations regarding the source of the learning difficulties and consequent social and economic problems of disadvantaged children. However, if compensatory programs are to be based upon logical action corollaries derived from theoretical formulations, these theories need to be formulated much more precisely than they are at present.

At the time we began this study the most commonly accepted hypothesis was that many of the learning difficulties of disadvantaged children resulted from poor preparation and motivation for learning at home. The most extensive exposition of this hypothesis is J. McV. Hunt's Intelligence and Experience (1961). He suggests that intelligence is developed through experience and that the language environment of the disadvantaged child prevents the development of his full intellectual capacities and consequently retards his academic progress. Hunt recognized that little of the literature he had assembled for review was based upon empirical data and he stressed the "probable" nature of the deficit. Nevertheless, this theory served to legitimate massive expenditures of public money for compensatory education. Once the funds were committed, however, it quickly became clear that, lacking empirical documentation, existant formulations were so imprecise that there was little agreement on the kind of program which would most effectively compensate for the deficits in the disadvantaged child's early environment. Some saw the standard nursery school model with its emphasis on free play, creative expression and socialization as appropriate. At the other extreme, there was the Bereiter and Engelmann program, (1966) which provides short periods of intensive instruction in areas of deficient language. Between these two extremes, there were many other distinct variations.

Because there existed no systematic theory of the impact of the social environment upon the disadvantaged child, the present research was undertaken with two distinct but complementary objectives:

> "1) To provide a more precise description of differences in mother-child interaction in middle class and in isolated rural poor families which may be related to the educational development of the pre-school aged child; and,
> 2) To develop a home teaching program, based upon this description and directed toward changes in the mother-child interaction which will increase the probability that the child will succeed in the types of learning experiences characteristic of the school." (Parkman Ray and Bayer 1966)

It is clear from this statement of objectives that this project has operated within the assumption that deficiencies in the familial environment are a primary source of the learning difficulties of disadvantaged children. This assumption may or may not be valid. Our concern, however, has focused upon developing a description of the nature of the isolated rural poor child's early environment which was precise enough to serve as a basis for deriving action corollaries. In order to develop such a precise description, it was necessary to delimit this research even further, to focus upon the nature of the mother-child communication system.

In deciding to focus on the mother-child communication system and the development of language skills, we were cognizant of the central role that general language ability plays in school success. It is probably no accident that language training has been a primary objective of nearly every enrichment program. When compared with middle-class subjects, disadvantaged children have been shown to be deficient in many aspects of language ability both qualitatively and quantitatively. In recognition vocabulary, vocabulary of use, length of remark and complexity of sentence forms, disadvantaged children score significantly below norms (Jones, 1966). The ability to label and classify, use herarchial categorization and discriminate relevant stimulus cues and dimensions is related to effective informational processing and is substandard among the disadvantaged (Ryckman, 1967; Spain, 1962; Clark and Richards, 1966; Jensen, 1966). As Ryckman (1967) concludes from his factor analytic study of cognitive abilities:

> "Since general language ability is the major differentiating characteristic between class groups and is a central element for information processing, it appears highly essential to give language training a central place in the (intervention) program framework."

Although it is probable that deficient language skills are a central factor in the lack of success in school of disadvantaged children, the nature of the linkage between early familial experiences and language skills is substantially less clear. It seems plausible that there is some linkage. Certainly there are many references to the fact that lack of verbal interaction (particularly complex verbal interaction) in the home accounts for the need for intervention by outside agencies. As early as 1951, Milner reported that first grade children in a large southern area were "low

scorers" on a battery of language measures -- who turned out to be children from low SES homes as measured by Warner's index -- were subject to a variety of deprivations. In such families there was little or no conversation at meal times, partly because there were no regular meal times. A significant number report no conversation between the child and any other person between breakfast and going to school. Mothers in such homes also displayed less overt affection than mothers of high scoring children. High scoring children also had more books available to them and were read to by adults more frequently. All these indices were derived from interviews with the mothers and children. The same article recommends as a remedial measure more verbal interaction between these children and significant adults (Milner, 1951).

Deutsch and his associates (1965) have also reported that "there is a paucity of organized family activities in a large number of lower class homes," and that there is less conversation at meals, as meals are less likely to be regularly scheduled family affairs. However, they present no systematic data.

Hess and Shipman, in reporting the results of an extensive study of maternal language styles, conclude that the mother-child communication system is the heart of the lack of language development among the disadvantaged. They studied a group of 163 urban Negro mothers and their four-year-old children selected to provide variation along four dimensions: socioeconomic status, type of housing, economic dependency status, and intactness of family. The subjects were distributed approximately equally across four groups: 1) Professional - managerial middle-class, 2) Skilled working class, 3) Unskilled working class - father present, 4) Unskilled working class - father absent. Maternal language samples were obtained in several situations, including mother's response to projective materials and to semi-structured questions about the child, and mother's language to the interviewer and to the child. These speech samples were analyzed on a variety of linguistic scales. The most consistent and striking differences were those between the middle-class group and each of the working-class groups, with differences among the three working-class groups being only rarely significant. Middle-class mothers consistently spoke in longer sentences and demonstrated a wider range of linguistic ability and elaboration.

In a later publication Hess et al. (1968) reports that none of the measures of complexity of maternal language were correlated with the children's Stanford-Binet I.Q. scores or with the child's performance on two sorting tasks. The only variable significantly correlated with the children's Stanford-Binet I.Q. was the mothers WAIS Verbal I.Q. The most important factor in the child's performance on the Sigel Conceptual Sorting Task was his own I.Q. The mother's I.Q. was also correlated with the child's performance on the sorting task. The data also indicate that socioeconomic status level is a relevant predictor of the child's performance on the Sigel Conceptual Task, even after maternal language scores and verbal I.Q. are controlled. Thus these data provide little support for the hypothesis that the deficiencies in the language skills of the disadvantaged child are the direct result of the child's exposure to the restricted language style of his mother.

Such a conclusion would be congruent with experimental work on language learning which suggests that imitation does not play a major role in the child's development of verbal skills. Ervin (1964) compared children's spontaneously occurring imitations to their spontaneously occurring free speech. The grammatical organization of the imitations was identical with the organization of the free speech. Only one child in Ervin's sample of five was an exception and in her case imitation went in the wrong direction and was more primitive. Thus, imitation fails to affect child language because of a strong tendency in children to assimilate adult specimens to their current grammars.

Indeed, as McNeill (1970) points out in concluding a comprehensive review of research on the child's acquisition of language skills:

> "There is a disappointing inconclusiveness to what can be said concerning the contribution of experience to language acquisition. Even the training situations described by Brown et al., which are only four among what must be many, merely place linguistic information on display. The question of how a child notices and absorbs this information is not touched. Our state of knowledge is remote from anything envisioned in behaviorist theories of language learning (e.g., Osgood, 1963). Not only is there nothing calling for behaviorist principles of <u>language</u> acquisition, but when situations favorable to response learning are eliminated, such as imitation or overt practice, one finds no effects that behaviorist principles can explain."

In a substantially less rigorously experimental account of the child's development of language, M. M. Lewis (1959) suggests an interesting alternative to the imitation hypothesis. The meaning of words to the child, he suggests, is generated by the responses of others to the child's speech. Lewis believes that the child, in his speech, is:

> "...practicing the formulation of events that he can already tentatively make for himself. He is rapidly building up for himself a structure of knowledge, a system of symbolization. He is incited to do this by others in their questions to him; he practices question-and-answer in play with them and by himself; and he often asks questions, the answers to which he already knows, seeking as it were social approval or rejection of his own answers. It may be said that he is experimenting all the time to discover what may or may not be admitted to his system of knowledge. At first this experimenting may be a half-blind groping by trial and error; gradually, through social cooperation, it becomes more clear - sighted and more immediately and effectively directed toward its goals." (page 98)

This trial and error formulation of the process of language learning places far greater emphasis on the child's initiation of speech and the responses made to that speech by others than do most imitation-based theories: In learning theory terminology, it is more compatible with an operant conditioning model in that it places greater emphasis on the initial emergence of approximations to the desired response. Such a formulation arouses the question: Is the difference between a relatively verbal or non-verbal child a function of the degree to which he is encouraged to engage in this trial and error process? This question leads one to be concerned with the conditions under which a child tends to imitate speech.

In considering this question, our thinking has, as has so many others, been influenced by Bernstein. Bernstein suggests that:

> "Language exists in relation to a desire to express and communicate; consequently the mode of a language structure -- the way in which words and sequences are related -- induces a particular form of the structuring of....the very means of interaction and response to the environment."
>
> "Forms of spoken language in the process of their learning -- elicit, reinforce, and generalize distinct types of relationships with the environment and thus create particular dimensions of significance. Speech marks out what is relevant -- affectively, cognitively, and socially, and experience is transformed by that which is made relevant." (Bernstein, 1961, page 288)

In his application of these two basic propositions, he proposes that both the forms of language and the forms of social relations can be conceptualized in terms of a simple dichotomy.

Bernstein has utilized two sets of labels for the two modes of speech he wishes to describe: Public language in contrast to formal language and restricted in contrast to elaborated code. He describes the elaborated code or formal language as follows:

> "It is suggested that the typical and dominant mode of speech of the middle class is one where speech becomes an object of special perceptual activity and one where a theoretical attitude is developed toward the structure possibilities of sentence organization. This speech mode is one where the structure and syntax are relatively difficult to predict for any one individual and where the formal possibilities of sentence organization are used to clarify meaning and make it explicit. This mode of speech will be called a formal language. (Bernstein, 1961, page 291)

This mode of speech is contrasted with the restricted mode or public language:

> "By contrast, the speech mode of the lower working class may be distinguished by the rigidity of the syntax and the limited and restricted use of structural possibilities for sentence organization. Thus, these speech elements are highly predictable for any one speaker. It is a form of relatively condensed speech in which certain meanings are restricted and the possibility of their elaboration is reduced. Although any one content of this speech is not predictable the class of the content, the structural organization and syntax are highly predictable. This use of speech will be called a public language." (Bernstein, 1961, page 291)

Essentially Bernstein views the differences between restricted and elaborated language codes as arising from the individual's participation in social structures which either maximize identifications with others at the cost of the significance of individuated differences or maximize differentiation of individuals. However, our interest has not focused upon the syntactical or lexical complexity of the speech of either the mother or the child. We have instead been intrigued by Bernstein's suggestion that there are role definitions implicit in the restricted and elaborated language codes.

The general source of hypotheses regarding manifestiations of maternal role conceptions on the level of actual mother-child interaction is the conceptual distinction between "person-orientation", and "status-orientation" introduced by Bernstein to account for subcultural differences in interaction patterns between middle and lower class in general and class related forms of parent-child relations in particular. A person-oriented role conception would be revealed in attempts by the mother to de-emphasis the existing power differential between her and her child and to emphasize elaboration of personal viewpoints in communicating with her child.

That such a person-oriented conception of the parent-child relationship is, in fact, more typical for the middle class than for the lower class is suggested in a large variety of studies which indicate that middle class parents tend to interpret their role as "child-oriented", i.e., perceive their task in the socialization process as one of "shaping" the child by contributing to his personal growth and developing his independence. This is also reflected in their conceptualization of their controlling role as oriented towards inducing self-control in the child and their preference of "inductive" discipline techniques oriented to the intent of the child's behavior.

A status-oriented reciprocal role relation, on the other hand, which Bernstein considers as typical for the lower class subculture is characterized by the emphasis on the status characteristics that each of the interaction partners has in common with other individuals occupying the same status. Verbal communication thus is oriented towards emphasis of shared characteristics of individuals in terms of their membership in a given social group and reinforcement and stabilization of the structure of the social system of relationship while communication of individual differences on a verbal level remains latent.

Considering interaction in families, a status-oriented role relation will be revealed in a clear division of the sex differential between the parents and the sibs, and orientation towards maintaining the power differential along generation lines. That the parent-child relation in the lower class tends to be more status-oriented than in the middle class is indicated by studies which have shown that lower class parents tend

to perceive their role as defined largely by the task of controlling the child, tend to view the socialization process as a problem of "coping with the child" in the immediate situation and obtaining obedience, and use to a larger extent than middle class parents "power-oriented" methods of discipline directed at preventing disruptive external consequences of the child's behavior to the functioning of the family system as a whole, rather than accounting for the underlying intent.

Since this evidence pertaining to the distinction between person and status orientation derives mostly from interview studies of the parental value orientations and reported methods of child rearing, little is known about how such role conceptualizations translate into the actual transactions between parents and children.*

We would propose, however, that these role conceptions would be perceptible in the ongoing verbal behavior of the mother in her interactions with her child; more particularly, that the lower class status-oriented mother would tend to be much more controlling in her interactions with her child and would use verbal strategies which exert a greater press on the child. Since questions exert a certain press on the child to respond, as well as limitation in the variety of response possibilities opened to the child, they are viewed as more controlling than expressive comments or informing statements. Prevalence of information transmission and expressive comments about the material appear to open merely the possibility to the child to respond without pressing him. In the latter instance, the child is stimulated to speak but free to structure the form and content of his speech. He is thus free to engage in the trial-and-error process which Lewis suggests is essential in developing a verbalized awareness of his world.

---

*Bernstein assumes that a person-oriented approach in interaction is inherent in the use of an "elaborated code" in verbal communication while limitation to a "restricted linguistic code" implies a status-oriented interpersonal orientation. However, attempts made by the Bernstein group to validate this assumption by demonstrating the existence of the two codes in middle and lower class remain circular so long as no independent interactional measure of interpersonal role orientations is provided.

Chapter 2

SAMPLE AND INSTRUMENTS

Our project has always had two complementary, but distinct objectives: 1) to describe differences in mother-child interaction in middle-class and in isolated, rural poor families which may be related to the educational development of the preschool-aged child, and 2) to develop a home teaching program directed toward changes in the mother-child interaction which will increase the probability that the child will succeed in the types of learning experiences characteristic of the school.

In order to accomplish these objectives, data were collected during the 1968 - 69 year on a sample of thirty-six families -- twenty-four rural poor families and twelve professional middle-class families. The families were matched across the two groups in: sex of child, age of child, and approximate birth order and number of siblings.

During the period October - December, 1968, each family was visited three times in their home and was brought once to a Cornell laboratory room for data collection purposes. During these sessions, the following data were gathered:

1. Background information
2. Measure of degree and social isolation
3. Interview concering nature and quality of the major activities in which the mother and four-year-old child interact in the home
4. Child's score on the Peabody Picture Vocabulary Test
5. Mother's score on a vocabulary measure of intelligence
6. Child's score on the Wechsler Pre-school Scale of Intelligence (WPSSI)
7. Quality of mother-child interaction in four structured videotaped situations:
   a. The mother's capacity to engage her child in conversation was assessed by requesting that she discuss with her child a trip they had just made to the Cornell pig barns.
   b. The mother's capacity to teach her child verbal material was assessed by using a picture-book reading task.

c. The mother's capacity to structure a play situation for her child was assessed using the trip board, a structured observational situation.
d. The mother's attention to the child's preferences was assessed by observing mother and child choose, from a selection of inexpensive toys, one toy for the child to keep.

In order to obtain the comparison sample, we began with school census lists, which listed all children who would enter school in the fall of 1969 (a year from the initiation of this research study). To obtain the middle-class sample, we worked with lists from the higher priced residential areas, (generally containing new single home housing developments) which would be likely to contain a high proportion of professional middle class families. From these lists we eliminated all names listed in the Cornell University Staff Telephone Directory. The remaining families were interviewed, using a brief sample selection interview to obtain background data. The Peabody Picture Vocabulary Test was administered to the child, and the mother's responses to two verbal scales from the Wechsler Adult Intelligence Scale were also obtained at the time of this survey interview. From these survey interviews, a sample of twelve families were selected. All were Caucasian, intact, with a non-working mother. All of the mothers were under thirty-six years of age and had at least three children. The target child was between 4 years, 0 months, and 5 years, 0 months of age and had at least one younger sibling. Half of the target children were male, half were female. All of the mothers had completed at least two years of college and all the fathers had completed college.

The twelve rural poor families which serve as a comparison sample were part of a larger sample of twenty-four rural families which were to comprise an experimental and control group for evaluating our home teaching program. To obtain this sample of twenty-four rural poor families we again began with school census lists.

The school census listing of all children who would enter school in the fall of 1969 (a year from the initiation of this research study), was obtained for Tompkins County. The families of the four-year-olds on these lists were interviewed in all school districts which did not have a pre-kindergarten program, excluding the City of Ithaca. This sample of 236 families

did not yield 24 families who met the criteria we had specified for our research sample. Therefore, an area, within a radius of approximately thirty miles of the City of Ithaca, was systematically searched by driving down the roads and stopping to conduct a survey interview at any residence where there was reason to believe there resided a rural poor family with a four-year-old child.

The interviewer stopped at a home if the house, or trailer, was in poor condition, and the grounds were disorderly, and there was reason to believe a four-year-old child lived in the home. More specifically, the interviewer stopped at a home if one or more of the following characteristics were present in each of the following three categories:

A. Grounds Disorderly (include yard, stoop, driveway)
   1. Littered, unkept: Broken toys, old toys, out-of-season toys (e.g., sleds in summer, tricycles in winter); food, food wrappers, and containers, clothing -- gloves, even jackets, in mud and snow; old appliances, furniture; automobiles and other vehicles in various stages of disrepair; animal debris -- deer hooves and parts for dogs.
   2. Yard: No yard at all, scrub grass, weeds and dirt; or, if yard, has minimum car, barren of shrubs and flowers or, if flowers and shrubs exist are uncared for -- scraggly, overgrown, block entrances and so forth; no clear cut path to door, or dirt and littered "trail".

B. House or trailer in bad condition
   1. General: Not straight and sturdy looking -- poor alignment, crooked, roof sagging, siding materials old or badly weather beaten; unpainted or old, worn, crumbling paint job; house looking "permanently" unfinished, newer materials partially constructed but appearing well worn and used; siding worn, flapping; tar paper, cinder blocks, and so forth; crayon or painted scribblings and/or slogans on house.
   2. Porch: Supports broken or crumbling; steps missing entirely or only partially intact; often, if not usually, no usable front entrance, "back door" only way in.
   3. Windows: Broken, patched with tape or unpatched; covered with plastic or stuffed with rags; dark, looking vacant; no curtains or curtains disarranged, askew, dirty, torn, of poor fabric -- cheap flimsy plastic; if shutters, some on, some off, others half-way.

C. Evidence of small child living in home
   1. Child out playing
   2. Laundry out -- with small children's clothing; right sized tricycle, or parts thereof, child's tractor, etc.; fairly recent gym set -- usually battered, brightly colored; cars, trucks, balls, playthings in yard.
   3. Someone told the interviewer that a four-year-old lives there, or that there were "small children living down the road, but I don't know how old they are."
   4. If a mother told the interviewer that no one for the next number of houses, or no one else on the road had pre-school children, we did not stop at houses that may have fit other criteria above.

An additional 60 - 75 survey interview forms were completed in this fashion.

Within the group of approximately 300 families for whom we had survey interview information, there were twenty-nine who met the sample criteria. The sample criteria are:

1. The family is rural, white, and intact.
2. The family does not own a farm.
3. The mother is not working full-time or during the day.
4. Total stated income is less than $130/week "take home" pay.
5. If buying home, stated value of house is less than or equal to $12,000.
6. Neither parent has more than a 12th grade education and at least one parent has less than a 12th grade education.
7. Mother's age is less than or equal to 35 years.
8. Number of children in family ranges from three to seven. There is at least one sibling younger than target child.

Since we mistrust the accuracy of the income data, the most valid measure of socioeconomic status is the educational level of the parents. In the rural poor sample, none of the mothers and only two of the fathers had graduated from high school. In the middle class sample, all of the mothers had completed at least two years of college and all of the fathers had completed college.

Videotaped Sample of Mother-Child Interaction

The videotaped sample of mother-child interaction was obtained in an observation room in the Department of Human Development and Family Studies at Cornell University. The mothers were invited to visit Cornell at the

conclusion of an interview in their homes concerning their child's play activities and the degree of social isolation of the mother. The interviewer said to the mother:

> "Well, the mothers we're doing the interview with, we're inviting to come to Cornell. This is kind of a way of saying 'thank you' for your time and help. We thought you and (target child) and your other children would like to see the pigs. The families we've had come so far had a wonderful time. The mothers as much as the kids. This is an especially good time to come because there are so many little baby pigs now.
>
> We've also made up some games for you and your children to play with. Here we've talked about how (target child) plays and this gives us a chance to see him play. One of the games which the children especially like is what we call the Trip Board. It's got a miniature play ground, a train, and model cars and trucks he can play with."

From this invitation the mothers could clearly understand that they were to be observed. However, there was no specific mention of the videotape equipment.

The mothers were transported to Cornell and taken on a tour of the Cornell Pig Barns. After this tour, they returned to the observation room. The observation room was a large room with a one-way mirror extending the length of one wall. Facing this mirror was a sofa with a coffee table in front of it and a small child's chair at one end of the coffee table. There was a tape recorder on the coffee table which the interviewer turned on as soon as the mother and child were settled in their seats. Behind the sofa was a large play area where a second experimenter would play with any younger siblings who were present. The interviewer said:

> "Here I have some clay. We would like you to show _____ how to make a pig, but we would also like _____ to make a pig himself. It'll probably take you about five to ten minutes. Please tell me when you're finished."

Then the mother and child were asked to talk about their trips to the pig barns. The interviewer said:

> "Now we would like you to talk to _____ about your trip to the pig barn. Go over with him/her what happened -- what you saw and what you did -- for about five minutes. And I'll tell you when five minutes are up."

Then the mother and child was asked to show a storybook to her child. Her instructions were:

> "This is a book we've written for four year olds. As you can see it's not finished yet, but we're interested in finding out how children _____'s age like it. It's a story about a bird. (I* points to the bird.) And she has a pair of magic glasses. (I points to glasses.) The bird loses her glasses and two children find them. (I turns to page of children finding glasses.) And they get to wear her glasses. When they look through the glasses everything looks different. Like that (I turns to page of street corner through glasses), and like that (I turns to page of horse picnic). We'd like you to look at this with _____ and show it to him/her the way you would any book."

Then the mother and child were asked to play a game. A section of countryside was modeled so as to contain a wide variety of scenes such as mountain, airfield, farmer's field, railroad train going through a tunnel, and a small village containing a fire station, a school with a playground, church, etc. The mother was asked to imagine that she and her child were taking a ride through the country. The interviewer said:

> "This is what we call the trip board. As you can see, it's a model of what you might see if you were going on a ride in the country. What we would like you and _____ to do is pretend that you're going on such a ride. You can stop any place you want, get out and look at things, play with things, do whatever you would like. We'd like you to play with it for about ten to fifteen minutes and just do what you'd do if you were going on such a trip."

After the trip board game, the interviewer tested the child's knowledge of color and numbers, saying:

> "Now we're going to color. Look at these pretty crayons. Let's see how many crayons we have in the box. O.K. Can you take one out and put it on the table? Very good. Now take another one out and put it next to the other one. Right. Now how many crayons do you have? Two, very good. Take another one out. Now how many crayons do you have?"

This continues until all six are counted or two are missed consecutively. I tells C correct number if he doesn't know or gives the incorrect number.

---

* I = Interviewer
C = Child

"Now let's see what colors we have. Can you find the red crayon and put it back in the box? Very good."

This same process is used to identify the blue and then the green crayon. I identifies the correct crayon and places it back in the box if C doesn't know or chooses the incorrect color.

"What color is this crayon? (I holds up the yellow crayon, then the orange and brown crayons in this fashion. She states the correct color if necessary before placing it in the box.)

Now will you color one of these houses for me? (I places picture of houses in front of C.)

Are you finished? O.K. Now will you cut your house out? (I hands C scissors.)"

The last structured observational situation involved selection of a toy for the child to take home. The interviewer said:

"The last thing before you go home we would like _____ to have a toy to take home to keep, and we'd like you to help him choose one. I'll bring them over. Does he have any of these? (If M says yes: Which ones?) Let's put them on the table.

Now we would like you to play with these with _____, and show him/her what he can do with them. Then, as I said, we'd like you to help him choose one to take home to keep.

I - (When C seems to have made a choice) Has he decided? All right. Which one would you have chosen?"

Only the data from the story book observational situation have been systematically analyzed.

These readings were audio-and-video-taped. The audiotapes were transcribed and the videotapes screened to prepare a transcript of the story reading sessions. An example of such a transcript is reproduced below.

Transcript of Storybook Situation

Family #21 — Storybook, pages 11-12

Mother			Child		
Verbal	Non Verbal	Code	Verbal	Non Verbal	Code
	Turns page (page 11)			Looks away in direction of other children	

Transcript of Storybook Situation (cont.)

Family #21 — Storybook, pages 11-12

Mother			Child		
Verbal	Non Verbal	Code	Verbal	Non Verbal	Code
On the way to the store they had to stop for a red light (reads very carefully every word) Suzy decided to put on her magic glasses	Pauses			Puts finger on her nose	
There, where were -- what happened to this one?	Little pause		(Says something)	Looks down at picture	
Where's Suzy?				Points to something	
NO,	Shakes head, speaks with kind, soft voice				
where's Suzy; look again				Points to some other part of picture	
No, that's Suzy's mother See Suzy?	Looks down at child				
She said she'd put on her glasses, so where'd got -- Where's Suzy with the glasses in her hand?	Keeps same friendly voice during this sequence			Points to Suzy	
Yes, that's where she is	No pause				

The Category System*

Since the nature of the home intervention program and the design of the test situation center on verbal performance of mother and child, the category system places primary emphasis on the verbal interaction between mother and child, although some nonverbal aspects of the interpersonal relationship are taken into account.

With regard to the verbal interaction one major objective was to assess the structure and sequential patterning of the ongoing communication process rather than merely to categorize the content of specific isolated acts of either the mother or the child. This objective led to the decision to use elements of interaction as the behavioral units being coded.

Thus, the basic unit into which the interaction is divided is the interact. Interacts are defined as one single communicative transaction between mother and child. They are coded as consisting of three phases: an initiation (by Ego), a response (by Alter) and a response to response (by Ego). The interact unit is arbitrary, since natural breaks of the interaction may occur within interacts (e.g., if an initiation by Ego is not followed by a response from Alter) and may not occur between interacts (e.g., if a response to response by Ego is responded to by Alter). However, it proved possible to handle both the shortest and the longest mother-child transactions occuring empirically in the Storybook situation by breaking them up into interacts.

In order to account for the possible linkages among interacts, they are in turn grouped into larger units, denoted as behavioral sequences. Sequences are series of interacts which are linked to each other by being focused on a common object; interacts within a sequence are thus in a sense responsive to and cognitively elaborative of each other. Thus, while the categories for the phases of the interact account for the actual pattern of relationship between the actions of mother and child within a single communicative exchange, sequences are a measure of the number of communicative exchanges focusing on a single object and thus provide a measure of cognitive complexity of mother-child communication.

The possibility of using the criterion of cognitive content to delineate behavioral sequences stems from the perceptual discreteness of the pages of

*See Appendix for complete code.

the storybook and the objects on each page. Each page of the storybook constitutes a sub-theme of the story and each of the visual objects on each page gain about equivalent meaning as a particular illustration of the sub-theme of the story. Thus, the boundaries of the sequences are naturally occuring in the present situation.

While a few categories of the code apply to the sequence unit, the majority of them apply to the interact unit.

The initiation, response, and response to response phases of the interact are coded in the first part of the code. All of the action of one Actor which are connected to each other by a common focus (content) and are uninterrupted by the other Actor are included in the code for a single phase. These phase units may vary greatly in length, since they may contain no action whatsoever or a series of verbal acts.

Most frequently, a phase consists of one verbal act, but it may also contain a quasi-verbal nonverbal act such as nodding head in response to a question. If more than one act occurs in a phase, only the salient act is coded as constituting that phase of the interact, while additional acts contained in the phase are considered as secondary and their number and content coded in a different place. The salient act is the one act which has the clearest communicative implication for the Other in terms of response orientation and cognitive content. Thus, in the initiation, the act with the highest "response pull" takes precedence (e.g., informing statements over attention directing statements). Similarly, in the response to response phase those acts are considered as salient which have the most direct connection to the previous phase.

The code for the initiating phase consists of a set of broad categories for the various forms of initiation by Ego (reading, informing statements, or questions).

The reason phase is coded primarily according to the way Alter accounts for the initiation of Ego, particularly the way he meets the implicit response expectation set up in the initiating burst (e.g., statements are coded as answers -- correct or incorrect -- if they occur after questions, and as voluntary information if they occur after statements).

Response to response phases are similarly coded for the differential way Ego accounts for Alter's response in relation to his own initiation.

Responses of Alter and Responses to Responses of Ego can in turn constitute an initiation in themselves, if they are oriented towards eliciting a new response from the other. (e.g.,: Initiation: "What happened?" Response: "They changed". Response to Response: "Into what?"). In this case they are coded in both places, as a response and as an initiation of the next interact.

Chapter 3

COMPARISON OF MIDDLE CLASS AND RURAL POOR MOTHER-CHILD INTERACTION

Our initial impressions on viewing the videotaped mother-child interactions were that rural poor mothers were quite warm, but also very controlling. These impressions were substantiated by more systematic analyses of the videotapes. The coders were asked to rate the warmth of the mother during each interact using the following seven-point scale:

1. Rejecting, punishing
2. Unfriendly, criticizing
3. Negative, correcting
4. Neutral, attending
5. Friendly acceptance, indicating interest in, encouraging
6. Rewarding, approving
7. Enthusiastic, praising, joyful

Actually the middle-class mothers were rated significantly more warm than the rural poor mothers ($F = 5.39$, $p < .05$). However, the differences were not large. The average score for the rural poor mothers was 4.85 and the average score for the middle-class mothers was 5.00. Thus, in the storybook structured situation, both rural poor and middle-class mothers exhibited a generally mildly positive attitude toward their children.

The coders were also asked to rate each interact in terms of the degree of press of the mother's control strategy, using the following five-point scale:

1. Mother accepts child's direction of their joint activity
2. Mother facilitates child's attempts to direct their activity
3. Mother directs child's activity
4. Mother demands that child follow her direction of their activity
5. Mother coerces child to follow her direction of their activity

The average degree of press exerted by the rural poor mothers was significantly higher than the average press of the middle-class mothers. The average score for the rural poor mothers was 3.10, while the average score for the middle-class mothers was 2.91 ($F = 8.74$, $p < .01$).

That this press generates aversive attitudes toward the situation can be easily seen in the ratings of the child's affect and attention. The coders

were asked to rate the child's affect during each interact using the following seven-point scale:

1. Defiant
2. Resistant, noncompliant
3. Distressed, ignoring, reluctant compliance
4. Neutral, attending
5. Voluntary compliance
6. Positive
7. Enthusiastic, joyful

The average score for the middle-class children was 4.99, while the average score for the rural poor children was only 4.46 ($F = 28.65$, $p < .01$). Thus, although the rural poor mothers are only slightly less friendly or accepting in their behavior toward their children, they appear to generate less enjoyment or compliance in the behavior of their children because of the higher degree of control which they exert.

One can perceive this highly controlling strategy of the rural poor mothers at a much more microscopic level in the nature of their verbal statements. Since questions exert a certain press on the child to respond, as well as limitations in the variety of response possibilities opened to the child, they are viewed as more controlling than expressive comments or informing statements. Prevalence of information transmission and expressive comments about the material appear merely to offer the child the possibility to respond without pressing him. In fact, questions constitute a significantly higher proportion of the initiating acts of rural poor mothers than of middle class mothers. For the rural poor mothers, the average percentage of the initiating acts which are questions is 53.8, while for the middle-class mothers the average is 41.9% ($F = 4.46$, $p < .05$). Congruently, statements constitute a significantly higher proportion of the initiating acts of middle-class mothers than of rural poor mothers. For the rural poor mothers, the average percentage of their initiating acts which are statements is 26.8, while for the middle-class mothers, the average percentage is 37.8 ($F = 5.19$, $p < .05$). Similarly, expressive comments constitute a significantly higher proportion of the initiating acts of middle-class mothers than or rural poor mothers. For the rural poor mothers, the average percentage of their initiating acts which are expressive comments is 6.27, while for the middle-class mothers, the average is 13.5% ($F = 4.52$, $p < .05$).

The rural poor mothers accurately perceive their children as shy. They recognize that their children do not talk easily (at least to strangers or in the school situation) and that this is a handicap to their older children in school. There is also a certain accuracy, at least in the short-term sense, in their selection of a question-asking strategy as a technique for evoking a response from their children, since a question does have a higher probability of evoking a response than a statement. However, in the long run, their question-asking strategy is defeating. There is no difference in the rate of response to questions between the rural poor children and middle-class children. The rural poor children answer 60.1% of their mother's questions and the middle-class children answer 66.7% of their mother's questions ($F = 0.02$, n.s.). Since the rural poor children are asked a significantly higher percentage of questions than the middle-class children, this means that the rural poor children both answer many more questions and fail to answer many more questions. Unfortunately, despite the fact that they answer more questions, one is impressed (both the mothers themselves and observers of the videotapes) by the greater number of questions which they fail to answer. Thus the mother's strategy confirms her perception of the child as non-verbal.

As a result of the above observations, the major objective of our home teaching program has been to change the mother's strategy for interacting with her child from a question-asking to an information-providing strategy.

Chapter 4

THE HOME TEACHING PROGRAM

The home teaching program consists of a series of sixteen weekly one-hour visits in the mother's own home. During these visits, the home visitor works with an individual mother and her pre-school children demonstrating a variety of play activities. In the present chapter, we will describe the activities introduced during each session, the educational objectives of each activity and the rationale for introducing the activities in the particular ordering which was used. However, before we describe each individual visit, there are several aspects of the program as a whole which should be discussed.

Programming the Home Visit

The present program is relatively, but not atypically, brief in duration. The sixteen visits to the mother's home were made during a five-month period. It seems important to stress, however, that during that five-month period, the home visitor actually interacted with the mother a total of fewer than sixteen hours. As we planned the program, these sixteen hours appeared to be a very brief period of time in which to effect demonstrable behavioral change. The detailed plan for each minute of the home visits, contained in the descriptions of the individual programs which follow, clearly reflects an orientation that with a total of only sixteen hours, no minute should be wasted.

There was, however, a second, more important, reason for the careful programming of each home visit. In our program, we were primarily interested in establishing the conditions under which the mother would incorporate into her own behavioral repertoire the new modes of behavior presented in the program. The translation of a verbal rationale into the relevant bits of actual behavior is not, in our opinion, an automatically occurring process. Behavioral change may not occur despite the acceptance of a verbal rationale

for the new mode of behavior. In our program, we have used two change processes: 1) imitation of a role model -- the home visitor -- and 2) role playing, through games and other activities which required the critical behaviors. We see these visits as programmed because the plan for each visit specifies each comment by the home visitor. If the home visitor is to serve as an imitative model, it becomes particularly important that the behavior to be imitated occurs exactly.

The Role of the Home Visitor

In the present program, the home visitor's role is quite different from the traditional role of a social worker or a teacher. Unlike a teacher, the home visitor does not have nor seek to develop a separate relationship with the child. Instead, she tries to develop a relationship with the mother and only secondarily with the child through the mother. On the other hand, her relationship with the mother is much more specific and delimited than that of the social worker. Although she is not totally disinterested in other aspects of the mother's life, during the visits her attention is almost completely focussed upon the mother's relationship with her four-year-old child. It was necessary for the home visitor to communicate, with minimal cues, a genuine concern and understanding of the mothers. This was possible to her only because she had worked much more intensively with four similar mothers the previous year in a pretest of the program and because she shared a common rural-farm background. Of course, the crucial question for this research is whether programming which prescribes the model to be imitated has a detrimental effect on the home visitor-mother relationship, thereby decreasing the mother's motivation to imitate. In the following chapter, we will present data on actual changes in the mother's behavior after this sixteen week program. From the home visitor's perspective, however, she was not unduly handicapped by the programming. The following is a brief definition of her role, written by our home visitor:

> "I think that I saw myself mainly as someone who had the benefit of having had a wide variety of experiences both positive and negative in the public school system so that I could understand the causes of failure so often experienced by members of families in our sample -- both adults and children.
>
> These mothers, even though they might have disliked school themselves, wanted desperately for their children to succeed.

They seemed to be expecting that their children would be 'good students' and wanting them to like school.

I didn't talk about school with the mothers except to listen to their views or to let them tell me about older children and their school experiences. The mothers saw me as being interested in all types of schools and children and showed me samples of school work from the family.

I tried also not to fill the role of a social worker or welfare worker. I wanted to try to present the same program to each family. The children needed the program regardless of the other problems in the home.

In fact, they needed it more, so I wanted to get the mother's attention focused on the child as much as possible and show her that she could work with him and find satisfaction in it, in spite of her many worries and problems. This is not to say that I was unaware of the mother's troubles, or that I just went into the home and turned myself on like a TV set and recited a speech for half an hour and then left. I learned through working very closely with the four families in the pilot project in 1968 what these people faced, and ways in which they struggled with the many obstacles they met continually. I had struggled with them and knew that I couldn't possibly carry on this sort of program (one in which I worked with the entire family) and do it effectively with 12 families each week. In working with the 12 families, I used the knowledge of their family life and struggles to help me decide ways in which I could most effectively present the mother with a half hour of material each week which she would feel comfortable in carrying out herself whenever she could each day, and, most importantly, which she would do for the sake of her child and the satisfaction it gave her and him to do it, rather than as a favor to me, her confidante and family friend.

So I let them see me as a person who knew about schools and could successfully cope with them, as a mother, and as a friend of both the mother and child, somewhat like a friendly nurse in a pediatrician's office who realizes patients have problems, gives the impression that she is sympathetic and understanding, but doesn't listen to the problems in depth or try to offer solutions. If the mother told me of a specific problem, I would direct her to an agency equipped to handle the problem, but would have had to expect her to arrange herself for a way to get to the agency once I had given her the name, address and telephone number.

It was a very different experience for these mothers to play with their children (in an adult role) and several

of them remarked about this to relatives and friends that were in the home at the time of the visits.

At my first meeting with the mothers when we visited the pig barn, I talked with each about two or three things that I thought would be neutral, non-threatening subjects. I asked them where they bought their groceries, whether they like to bowl, what school their children went to. In each conversation I mentioned that I had children. I feel that this fact was essential. The mothers seemed to feel that someone with children would understand their problems and to feel closer to such a person, although they were friendly and accepting of both CV (Interviewer, who did not have children) and me.

I felt that these mothers were my friends and it was very easy for me to communicate with them. There was never any question in my mind that, if motivated sufficiently, the mothers would respond to our program materials and want to use them with the children."

One of the real advantages of the programmed strategy, used in the present program, is that the mother's motivation derives from the relationship which she established with her child rather than from the relationship established with the home visitor. This is a lasting motivational basis for the new behavior. We tend to believe that the mothers would not have continued participating in the program unless they were being rewarded by their children. Moreover, without this clearly defined a focus, it could well have taken the entire sixteen week period to focus the mother's attention on the child.

Programming also sustains the home visitor through her bad days, increasing the stability of her behavior and of her responsiveness to the mother. Assurance that the home visitor would, in fact, carry out the programmed agenda was increased by monitoring all of the home visits with a tape recorder.

Objectives of the Program

The program is directed toward changes in several different areas, all aimed at increasing the probability that the child will succeed in the types of learning experiences characteristic of the school. The basic goal is to broaden the repertoire of techniques which the mother can utilize to increase the number and complexity of her verbal exchanges with her child. The general objective for all visits is to get the mother to spend time with her child.

In summary, the objectives and activities of the program are:

I. Creating a conception (on the part of both mother and child) of adults as helpful, resource controlling persons

A. Increasing the informational resources which the mother possesses
1. Introducing the mother to community resources which can be used to provide educational experiences for her child: Both trips to Cornell; trip to supermarket; giving mother card with local library location

B. Modeling techniques for transmitting this information and other information which she already has to her child
1. Modeling provision of much information about the immediate situation in order to draw the child's attention to details and increase his understanding: Both trips to Cornell, frosting crackers, trip to supermarket, all reading (Old MacDonald, Let's Go To the Supermarket, Are you My Mother, The Little Farm, Best Word Book Ever, The Three Bears, The Three Pigs)
2. Encouraging the mother to observe the child's reaction to things so she can report to the home visitor: Simon Says, "This is the Way We... , Playing Store, Telephones, Rotating Library
3. Modeling for the mother observing the child's ongoing activity and controlling the situation by providing information and suggestions as the child needs them: Play store, sorting objects, telephones

II. Changing the reinforcement pattern in the home such that the child receives more verbal reinforcement with explanations rather than diffuse non-verbal reinforcement

A. Reinforcing verbalization by child, a general objective throughout the programs, as was getting mother to spend time with child

B. Developing a teaching style in which the mother gives immediate verbal confirmation or disconfirmation of child's verbal responses: Five game, Fish, Simon Says, sorting objects

III. Increasing the complexity of the language which the mothers encourages the child to use

A. Increasing the specificity and complexity of the language used to describe the immediate situation
1. Use of correct labels of objects: Both Cornell trips, Simon Says, Lotto, trip to the supermarket, the Old MacDonald song and book, play store
2. Uni-dimensional labeling
a. Shape: Frosting round and square crackers, pasting shapes in notebook
b. Color: Coloring frosting
c. Texture: Sorting objects, See and Touch Book
d. Number:
(1) Counting
(2) Counting songs, "1,2,3,4,5", "Johnny Works with One Hammer"

(3) Correspondence between spoken number and corresponding set: Number of dots in Spin and Go, number in Simon Says, "Johnny Works with One Hammer"
(4) Correspondence between written numberal and corresponding set of objects: Spin and Go.

3. Multi-dimensional labeling
   a. Shape and Color: Fish, frosting crackers
   b. Texture and Color: Colorforms and See and Touch Book, Bunny game
   c. Shape, color and number: Fish
4. Conversation: Puppets, store, telephone conversation
5. Increasing the use of language to describe non-immediate situations
   a. Description of past (also future situations and relating past and present situations): Conversation about pigs, Old MacDonald, Supermarket book, telephone party planning
   b. Role-playing in realistic and fantasy situations: Play store phone conversations, ordering groceries, guessing game, puppets, Bunny story, farmer hat
6. Increasing the use of language in social interaction, to affect or interpret the behavior of others
   a. Giving instructions or directions to others: Fish, Simon Says
   b. Joint decision-making by mother and child: Collecting objects to sort; choosing rotating library books, ordering groceries on telephone, deciding what to put in "This is the Way We..." song
   c. Guessing what the other person is: Guessing game based on Scarry's Best Word Book

Description of Program Visits

There follows explication of each of the sixteen program visits: its activities, materials and information, the detail of the home visitors' lines, the rationale of the plan (its intent) and the experience of it (its reality).

The casual reader may wish to sample parts for the flavor of a visit (e.g., Visits I, II, III, VII, IX, XII), to skim others, and to peruse the appendix summary for program interview.

PROGRAM VISIT I

Activities

Greet the mother and chat briefly
Show mother and child pictures from their visit to the pig barn
Use Old MacDonald as a picture book
Teach mother and child and sibs the song "Old MacDonald Had a Farm"
Invite the mother into the program
Explain the assignment book

Materials

Polaroid pictures of each family's visit to the Cornell pig barn
Old MacDonald Had a Farm, Pictures by Mel Crawford, Golden Press, New York 1967
Words of the song "Old MacDonald Had a Farm"
Vinyl-covered loose-leafed notebook

Objectives

To illustrate elaboration of a shared experience
- -by recalling it in conversation
- -by relating it to a book

To illustrate use of a book
- -to discuss pictures beyond functional labelling of objects
- -to teach concepts incidentally (by referring to numbers, colors, etc.)

To provide an activity (singing) that mother and child can share together while the mother may be engaged in household activities

Specific Information Included

Names of farm animals
Animal sounds
Numbers: one, two, three
Color: yellow
Size: little; big, bigger, biggest

Rationale of the Plan

It was our plan to stop in at each of the twelve homes unannounced and, if it was convenient, to begin the program immediately; thus, to demonstrate rather than describe our program to the mother and to seek her commitment only after she had experienced the program.

In planning our first visit, we tried to include activities which would immediately capture the interest of mother and child and which the mother would see as being well within the limits of her capabilities. The book Old MacDonald was chosen because the text is composed exclusively of the words to the song "Old MacDonald Had a Farm," a song supposedly familiar to all these mothers. The mothers' familiarity with the text and its content would reduce any embarrassment or reluctance to read in front of the home visitor; children would find the colorful pictures of farm animals appealing; thus, the mother could move immediately and easily into a performing role.

In the pilot program, mothers had reported that singing was their most frequent activity with their children. So, we included a song sheet containing the words to the Old MacDonald song. In introducing this song, the home visitor was strongly encouraged to enthusiastic imitation of the animal sounds.

When the home visitor arrived, she was to spend only a few minutes chatting with the mother. We felt it was important to move quickly into program and not, by precedent, to define the visits as social. The visit was to begin by showing the mother a group of color photographs taken in the Cornell pig barn, to recall a pleasant experience shared with the project staff and to stimulate the mother's providing the child information about the pigs in the pictures, as the home visitor had done in the pig barn.

After looking at Old MacDonald and singing the Old MacDonald song, the mother was to be invited to participate in the program. The mother, accepting this invitation, would be given a colorful loose leaf vinyl notebook containing seventeen pages of colored punched paper, one sheet to be used at each visit for a picture or reminder of that visit, and for a list of activities to be done that week. The assignment for the first week was to look at the book with the children and/or sing the song each day for ten minutes. The following week the home visitor was to note on what days and for how long the mother had carried out each activity with her child.

Home Visitor's Experience

All twelve mothers eagerly accepted invitation to participate in weekly visits between January and June.

Of the twelve families visited during the first two weeks of the program, none was able to carry on a discussion of the pictures of the pigs. The pictures did, however, accomplish the objective of reminding the mother of the Cornell trip which had in all cases been a positive experience. The mothers and children looked at the pictures with interest, responding with smiles and a few brief verbal exchanges, such as

> Mother: "Remember those little baby pigs?"
> Target Child: "I like the pigs."

but they were ready to put the pictures away within a few minutes. In most cases, mothers placed the two photographs in a high place for safekeeping and later brought them out to paste one in the notebook.

Old MacDonald was read only by the home visitor at the first program session. The mothers all reported the following week that they had read the book to the children daily and enjoyed it.

The song proved to be too difficult a task for the mother at this point. We had thought that singing was a common activity in these homes, but found that when the mother was finally persuaded to sing the song "to show the child how it goes," some children looked at their mothers in amazement, as if this were something highly unusual.

The children were often shy -- over half did not speak at the first visit, but all smiled and appeared to enjoy the activities.

Many of the mothers initially reacted to the notebook with concern that they might be asked to do something unpleasant or difficult. However, this reaction quickly gave way to pleasure when they were told that pictures would be pasted in the book each week as a reminder of the week's activities and that the notebook would be left with the mother to be used as her own record book.

We had been unsure of a desirable length for visits. We found that since verbal participation by the mothers and children was minimal, the initial visit lasted less than half an hour. We had also been concerned that the mothers would see the visits as primarily social and would seek to engage the home visitor in conversation rather than focussing the visit on program topics. However, the home visitor successfully directed and redirected the mother's attention toward the target child and younger siblings and set this town for future visits.

PROGRAM VISIT II

Activities

Check on song assignment
Read text of Old MacDonald Had a Farm
Turkey feather conversation
Old MacDonald animal imitation with gestures and noises
Lotto
Mother's book
-Assignment of Lotto
-Old MacDonald song sheet

Materials

Turkey feathers in a paper bag (3 kinds)
Lotto game in a box
Old MacDonald song sheet and a feather (for mother's scrapbook)

Objectives

To illustrate use of a book
-by a method which combines reading the text and talking about the pictures
-by showing how a book can be used over and over again, still bringing the child new information.

Specific Information Included

Names of farm animals
Animal sounds
Colors: red, yellow, pink, blue, brown, black, grey, white
Size: long, short, big, little
Texture: stiff, soft

Detail of the Program Visit: Programming the Home Visitor

In weekly staff meetings -- including the co-investigators, research associates and the home visitor -- a program's shape was defined, its suitability weighed against the previous week's experience and its specific phrasings accepted as consistent with the program's aim and comfortable to the home visitor's style.

Example of that specificity is evidenced in this program's notes for the home visitor:

Book	pp. 1-2	Read: Old MacDonald Had a Farm, sing: Eigh-igh, eigh-igh oh. Elaborate: "Old MacDonald is looking at us through his glasses. He wears his favorite brown hat and blue shirt when he's working on the farm."
	pp. 3-4	Read: Text - When HV says "Chick, chick here and chick, chick there" point to chickens and then whole page as text indiciates. Elaborate: "Look at the mother hen's feet. She uses them to scratch the ground hen's feet. She uses them to scratch the ground to find bugs to eat."

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*The initials HV are used for home visitor, M for Mother, TC for target child.

pp. 5-6 Read: Text
Elaborate: "The mother duck and her babies like to swim. Their webbed feet work like little paddles in the water (HV use hands as paddles while saying this). The duck's feet are different from the chicken's. The chickens can't swim. And do you know something else? When these yellow baby ducks grow up, they'll be white, just like their mother!"

pp. 7-8 Read: Text
Elaborate: (Bring out feather while saying) "Here are some feathers from a real turkey." (Show feathers and point out where they are on the picture turkey.) Let child and M talk about them and feel them. Point out how the "long, stiff ones" are on the tail and wing areas; the "little, soft, grey and white ones" are on the back and tummy. Questions to the child could be "How would you like to have your tummy covered with little feathers?" (Have enough feathers for everyone to keep. Bring them in a sack, which you leave for the child to keep his in: three long, three short feathers and bag for target child and for each sibling.)

pp. 9-10 Read: Text
Elaborate: "Let's go back to Old MacDonald."

pp. 11-12 Read: Text - with mimic moos.
Elaborate: "That cow is even bigger than Old MacDonald. Old MacDonald milks her two times a day. When I lived on a farm, we had to get up very early in the morning, while it was still dark outside, to milk them. Then we did it again before supper."

pp. 13-14 Read: Text - with mimic hee-haws.
Elaborate: "That donkey looks like he's saying hee-haw. (Indicate the one with open mouth.) See how wide open his mouth is? (Do a few hee-haws, exaggeratedly opening your own mouth.)

pp. 15-16 Read: Text - and mimic baa's.
Elaborate: "Here's that funny old red car again. I think those sheep really like to climb all over the car. Look at that black baby sheep up on the hood. Baby sheep are called lambs."

pp. 17-18 Read: Text (Point to cow while mooing, donkeys while hee hawing.)

pp. 19-20 Read: Text (Point to pigs while oinking, to turkey while gobbling.)

pp. 21-22 Read: Text - and noises
Elaborate: "The yellow duck and the yellow chicken aren't talking because their mouths are full."

pp. 23-24 Read: Text - sing eigh-igh, eigh-igh oh.
Elaborate: "And that's all about Old MacDonald."

Animals

1. Move to animal imitation. Stick a feather in hair and imitate turkey. "Gobble, gobble, gobble" etc. Help kids put feather in hair (or shirt pocket, etc. for boys with crew cuts).

2. "Now let's pretend to be ducks. We can keep the feather because ducks have feathers too." Waddle and quack.

3. "Now let's be chickens." Scratch ground, make chicken noises. "I'm looking for a bug or worm to eat."

4. "What shall we be now?" If no response, try pigs. "How about getting on your tiptoes and oinking?" Use arms and body massively. If C gets down on all fours, praise him. Say "That's even better than the way you were doing it" and join him. "We can be a mother pig (oinking sound) or a baby pig (eek, eek, eek)."

5. "How about a cow?" Hang head and shift weight on feet. Moo raising head and rounding mouth. Laugh and enjoy the C's efforts, and the M's. If M doesn't participate, gently ask her to show C how. Your attitude (feeling) here is: This is all very silly for adults, but we are doing it for the C, and he's enjoying it. Acting like animals is a teaching tool, a way to help C learn and grow.

6. If time, donkey. Can take turns being Old MacDonald leading the donkey, and the donkey hee-hawing.

7. If things get too wild, "Let's be sheep, just eating grass."

Lotto

1. "I brought a new game to play. It's called Lotto. This card has different kinds of toys on it. Let's see what they are. A red wagon, a pink doll, a blue book, some blocks, a boat, a tricycle, a pick-up truck, and a ball."

2. Go through each card, using colors and descriptive labeling, eliciting conversation where possible.

3. Hand out boards or let children choose (include sibs where feasible).

4. "Each picture on the board has a little one just like it." Show big and little card, and how they fit. "When you get your board all filled up, you are the first one done." Be equally pleased at the "second one done," etc.

5. Have C identify each picture on Lotto boards to make sure C can give name of each object so he will be prepared to act as caller. Lay all little cards face down on table and HV picks up one at a time, calling "Who has the red tricycle" or whatever. If C who has it doesn't respond, say "_____ has the red tricycle" and give it to him. Indicate to C that he should response with "I do" or "I have it," or "I have the _____." Accept any verbal response from C and let the programmed verbalizations be part of the Caller's role; the Caller says "Who has _____? Yes, (person) has the _____."

6. If there is time to play a second round, let the M be the Caller. This task should be in no way threatening so we won't have to give her a week's practice.

Notebook At the end of the Lotto game, bring out the notebook to put the turkey feather in. On the pig trip page, write: 1. Look at Old MacDonald; 2. Sing Old MacDonald song. Then ask the M when she did those things, and write down the initials of the days the M says.

Then turn to next page, paste in the turkey feather, and write 1. Read Old MacDonald book; 2. Animal imitations; 3. Played Lotto. Say to M "I'm writing down the things we did this week, to help keep track of them. I'd like you to spend ten minutes each day with _____ doing some of these things and to remember how many times you did each one."

Rationale of the Plan

We decided not to ask mothers to read the second week since they had appeared reluctant to sing in the presence of the home visitor; so the home visitor read the book once again to the child, stressing different aspects of it.

We wanted to introduce materials of various shapes and textures that the child could feel and learn to recognize. Turkey feathers were obtained from the Cornell Poultry Barns and were presented in connection with the book Old MacDonald.

The Lotto game was chosen as an activity to be used early in the program sequence since we had found in our pilot project that:

(a) it was quickly learned by both the mother and the target child.
(b) it could be taught by the mother to sibs of three or even two and a half, thus giving the mother opportunity to include the younger children and to control their behavior in a new and constructive way.

(c) it was a game frequently repeated by the mothers in our pilot year.

(d) it required the use of ritual language and was of sufficient interest to children that even the most reticent children would speak in order to take part in the game.

The mother and child were also asked to participate with the home visitor in a game of imitating animal sounds and movements which had been pre-tested with and enjoyed by middle-class four year old children. We thought there had been sufficient introduction to the animals through the Old MacDonald book and song to make this an enjoyable activity.

Finally the mother was asked to recall for recording in the notebook, how long she spent working with the child each day during the week and which games were played, not only to learn whether the mother was spending time with the child in the absence of the home visitor, but to encourage her to do so by evidence of interest.

Home Visitor's Experience

A program for rural, isolated families in February in upstate New York begins early to be affected by road conditions. The second visit was staggered over the first two weeks of February because of impassable roads.

When the home visitor arrived, nine of the twelve families were awaiting her arrival, having made some preparation for it (e.g., clearing the kitchen table, setting out program material).

Those families who had been reluctant to sing the Old MacDonald song were equally reluctant to do the animal imitations; they enjoyed watching the performance of the home visitor, but were apparently not confident enough to participate themselves.

Of the first five families visited, only one child would touch the turkey feathers when invited to do so. In the remaining seven families, the home visitor initially suggested that the child "show the feathers to Mommy." Five of the remaining seven children complied, touching the feathers, of course, as they did so.

The Lotto game was well received. However, its playing took too long when the home visitor and the mother and the child separately played all the way through as callers. Consequently, after two families were visited, the game was shortened: the home visitor as caller through half of the game, the mother and child each calling a quarter.

The Lotto game successfully elicited verbal responses from all twelve target children since ritual language is a requirement of the game. Most of the children also talked after the game.

All twelve mothers had worked with their children at least five of the seven days between visits. One mother had kept a written record of her child's program activities each day and continued to do so throughout the sixteen

weeks of the program. One mother told the home visitor that one day during the week she had made Indian costumes for the children instead of doing her assignment and that she had played Simon Says (an activity not introduced until later in the program), which raised, for the research staff, how the home visitor should respond to mothers who did not repeat program activities but participated in other learning activities with their children. Our stance was to be enthusiastic about whatever the mother had done with the child and also to encourage repetition of the activities introduced by the home visitor.

PROGRAM VISIT III

Activities

Play Lotto, making sure child is caller at least once
Comparison of orange and apple
The Little Farm
"This is the Way We..." with hats
"1,2,3,4,5, _____ is My Name"
Assignments and check on last week's activities

Materials

Lotto
Orange and apple for target child and each sibling
The Little Farm by Lois Lenski, Henry C. Walch, Inc., 1942
A hat for each child
A colorful square dishpan to be left in the home for storage of program materials

Objectives

To give the child practice guessing: to increase willingness to make a verbal response based on cues as to the answer
To encourage the child to play a very simple imaginary game
To give child practice in counting

Specific Information Included

Shape: round
Texture: smooth, rough
Color: orange, red
Numbers: one, two, three, four, five

Detail of the Program Visit

Lotto Review "Let's play the game we played last week." Join in game using same rules as preceding week with M as first caller (1/2 of game), HV as second caller for 1/4, and C as last caller for 1/4 of game. HV models multi-dimensional labeling when it is her turn to be caller.

Comparison of Orange and Apple "I've brought along an apple like on the food Lotto board. I also brought along another kind of fruit - an orange. An apple is round like a ball." (Cup an apple in hands and move hands in rounding motion.) "An apple is red with a little green; an orange is orange." (Rubbing skin with fingers) "The skin feels smooth."
(Bring out orange and hold both.) "This is an orange. It's round like a ball too. But it's skin is bumpy." (feel skin) "If I close my eyes and feel them I think I can guess which one I am holding in my hand." Demonstrate and try with M and TC, and with other sibs if interested. Smell: show how to rub, crease it to release odor.

The Little Farm

"I have a different book about a farmer. This book is called The Little Farm and it's about Farmer Small. (Looking at cover) "There is Farmer Small on his tractor." Follow attached dialogue suggestions. The emphasis is on the action--what Farmer Small does. At the end of book point out the picture of Farmer Small's whole farm.

Title: "This is a book called The Little Farm. It's about all the things that Farmer Small does on his farm."

p. 1 Text
Point to farmer. "That's Farmer Small. He's stretching, to help wake up."

p. 2 Text

p. 3 Text
"See how he squeezes the cow's teat, to get milk."
"He pulls and squeezes at the same time, like this (demonstration)

p. 4 Text

p. 5 Text
"Farmer Small has to open the gate - the cows can't do that by themselves."

p. 6 Text

p. 7 Text
"See how he dumps their food from his pail into the trough."

p. 8 Text
"The chickens, ducks and turkeys are hungry too. He scatters grain for them, like this (demonstrate)...."

p. 9 Text

p. 10 Text

p. 11 Text

p. 12 Text
"Farmer Small has lots of big machines to help him with his work."

p. 13 Text

p. 14 Text
"That's where he stores it 'til winter. There's no grass for the cows to eat in the winter, so the farmer feeds them hay."

p. 15 Text
"He doesn't use a machine to pick apples. See how he climbs up that tall ladder, and then reaches out with his arms to get the apples."

p. 16 Text

p. 17 Text

p. 18 Text
"Chopping wood is hard work. See how he has to swing his ax."

p. 19 Text

p. 20 Text
"He reaches into their nests very carefully, so as not to break the eggs."

p. 21 Text

p. 22 Text

p. 23 Text

"This is the Way We..." "In the pictures you noticed that Old MacDonald and Farmer Small always have a hat on their heads when they do their chores. Here is a hat like Old MacDonald's so your mother can help you play farmer."
Put hat on your head and sing to M and C, using gestures with hand and body.

1. "Farmer Small stretches his arms like this when he gets up in the morning." Stretch arms. "And then he goes to the milk the cows."

2. Sing "This is the way we milk the cow so early in the morning." Use hands and milk cow.

3. "After he milks the cows he takes the milk in his car to the milk truck." Sing "This is the way we drive the car..."

4. If M is not participating, encourage with something like "TC may join in if you sing to show him how it goes."

5. "Then he takes the pig food in the pail and dumps it in the trough. This is the way we..."

6. Puts grain in a pan to feed the chicks. "This is the way we..."

7. Picks the apples

8. To M "You can probably think of some other things too that Farmer Small does when you and TC read the book and look at the pictures some more this week."

9. Take off hat and leave C's. "He can wear the hat when he plays farmer this week." If C doesn't participate when M prods, "Let's show him how it goes anyway." If C hasn't worn hat give it to M. In any event, say, "I'm leaving this hat for you to give him whenever he plays farmer this week. I'll leave this dishpan for you to keep C's things in."

1,2,3,4,5, _____ is My Name — "I know a song that has your name on it." Sing. Indicate to M that TC can get used to hearing numbers when you sing this with him while you're doing housework or just sitting.

Assignment — Talk about the ten minutes a day (read book, farmer imitation, one, two, three, four, five...) and check on last week.

Rationale of the Plan

A continuation of reviewed and new activities was seen as combining repetition and elaboration with novelty in the program.

Lotto, in addition to its requirement of repetitive, ritual language, permits elaborative, multi-dimensional label. And it accommodates younger siblings along with the target child: an important modeling, for we recognized the psychological danger -- and the practical impossibility -- of directing a mother's attention exclusively to one child.

Apples and oranges were introduced to acquaint the child with texture, color, shape and smell; familiar objects, good to eat, to be explored with the senses of sight, touch and smell as well as taste.

The Little Farm, a second book, resembles the first in substance and vocabulary but is less familiar and more informative.

Imitative acts related to the text were seen as linking verbalization and action for the child and were hoped to be an easier task for the mother, since they required performance closer to her usual adult activity than the more fanciful demand of animal imitations the previous week (e.g., being a rooster). Implicit in both activities, however, is the point that to make learning enjoyable for a child, adults sometimes do things they would not ordinarily do.

"1,2,3,4,5, _____ is My Name" is the simplest of songs, melodically the tones upward from do to sol for the digits, downward TC (name in two syllables) is my name. Our pretest had suggested that this was sufficiently complicated melodically for young children, and that the child's own name carried a guaranteed attraction. The requirement of numbers in consecutive order provided the mother and child an easy context of learning, encouraging repetition and correction of error.

The dishpan was used to provide one place in which project games, books and materials could be kept together, a choice representing order and maternal control over materials and their use.

Home Visitor's Experience

The Lotto game proved very successful, providing a means for the mothers to control and to include the younger siblings, letting them participate and helping them play the game. Target children seemed proud to be able to perform as callers. Several of the mothers and target children used multi-dimensional labeling as caller and all those children who had previously had trouble as caller had improved. Children who had been very shy during the first and second programs appeared confident in playing Lotto, now a familiar activity, but became reticent again in new activities. Several mothers spoke of their older children having participated in the game, and all of them spoke of enjoying the game, saying they had played it many times during the week, and that it had been at the child's request. All except two of the mothers were prepared for the home visitor. Of the two families who were not ready, one family had serious problems with pipes freezing and the other, quite consistently throughout the program, "could not remember" what day the home visits occurred.

Each of the children was willing to touch the oranges and apples, although few of them reached out to touch until they were invited. (These objects were more familiar than the turkey feathers which had encountered such reluctance.) Still, only five of the twelve were willing to feel the apple and orange with their eyes closed.

The farm book was well received and of apparent nostalgia to some mothers who added recollections of their earlier farm experience. One mother, however, directed these elaborations to the home visitor rather than to the child.

Mothers needed to be teased into participating in the action songs. After the home visitor had sung two choruses of "This is the Way We..." she would ask the mother to join in, often to be told "I just don't know the song." So the home visitor would say something like "Oh it's just that old song 'This is the way . . .' and you just keep singing the same thing over and over in each verse." This was sufficient encouragement for most. Two, who were still too self-conscious to join in the motions themselves, stood beside the child and moved his hands in the motions instead of their own.

Several children were reluctant to put on the hat although they would watch their mother's imitations intently, and some of them imitated her motions.

Only one child actually sang the song; the others smiled silently during the singing. The home visitor's response was to encourage the mother's participating, saying, "Let's show TC how the song goes, and then maybe when I'm not here he will sing it with you."

Mothers recalled activities with their children during the week. One mother had prepared a written list of time she spent each day on each activity and she continued to do this throughout each of the visits.

This visit, like all the others, was tape recorded. One mother told the home visitor that her children had an extension cord plugged in and ready for the tape recorder each week, knowing when the home visitor would be coming. As this suggests, families were aware of the tape recorder and appeared acceptant of it.

PROGRAM VISIT IV

Activities

Review The Little Farm book
Review song "This is the Way We..."
Five game, using five objects and five colors
Review song "1,2,3,4,5, _____ is My Name"
"1,2,3,4,5, _____ is My Name," with raisins

Materials

A small box of raisins for each family, and an additional box for each target child and younger sibling
Five game: 25 simply made cards -- five green ball caps, five orange school buses, five blue books, five red apples, and five yellow ducks
Felt hat cutout for the mother's notebook

Objectives

To give the child practice in responding to a spoken verbal label of common objects, and, as dealer, to label them
To give the child practice in stating names and colors of objects on cards
To provide numerous opportunities for incidental counting

Specific Information Included

Colors: green, orange, red, blue, yellow
Counting: one through five
Names of animals
Animal sounds
Imaginary activity

Detail of the Program Visit

The Little Farm (Review Book)	Home visitor will say to the mother, "Let's look at the book you looked at last week. Let's look at it again." The home visitor will say to the mother, with a smile, "Here, you read it this time."
"This is the Way We..." (Review song)	Askthe mother if she and the child added any verses to the song and then have them sing the song, especially any new verses that were added and demonstrate what actions went along with them.
Five Game	The initial game plan: To target child "I brought another game this week." To mother "The cards are made like the Lotto game that TC liked so much." To C "See some of the cards are like the Lotto cards. Here is the red apple. The blue book. This is a new card of a yellow duck like you saw in the Old MacDonald book. This card has a picture of a green baseball cap. And this is a picture of an orange school bus (if TC has older brother, like the one your brother rides to school in and) like the one you'll ride to school in when you go to kindergarten." Refer to the orange (fruit) and the color orange, and

the orange hat on the Lotto board. Make references slowly enough so he'll be able to follow your comments.

1. Turn cards upside down on playing surface, mix them up, then make into deck.
2. HV deals five cards to TC, M and self and to sib if participating (if could do Lotto). Say to M "Everyone gets five cards."
3. Have everyone turn their cards face up in front of self and place deck face down where all can reach. "Now we put all the cards that are the same together, like this. See how I put all my green baseball caps in one pile; and all my yellow ducks (or whatever you have two of)." If all of yours are different, say so, separate them clearly, and say to TC "None of mine are the same, but look, you have two orange school buses; put them in the same pile, like this."
4. To M "This game is sort of like Go Fish." To TC (who is either on your right or your left, whichever it is established the order of asking) "I have a green baseball cap (or whatever, preferably something the child does NOT have more than one of, at least not this first round). _____ do you have any green baseball caps?" At this point explain that he has to give them to you, but that now it's his turn, and <u>he</u> gets to pick one up and then ask the person next in circle for some of their cards. "See, you picked up a blue book. Now you have two blue books. You get to ask (M of sib) their cards that are the same as yours." Praise child, also "Now you have three blue books," or whatever.
5. Indicate the next person gets to draw a card and ask the following person for some of his, etc. around the table. Continue until someone has five of one kind. HV counts them slowly, notes that that's all there are of that kind, and show how to make them into a finished pile.
6. The game goes <u>very</u> fast once instructions are learned (three minutes or so). The game is complete once all cards become finished piles. Play games several times. Have M be the dealer at least once. (We don't think C can deal at this point, but you can suggest to M that she can teach TC to be the dealer too.
7. HINT to M. At some appropriate point, indicate to M that if she says orange bus, green cap, etc., _____ gets to know more colors.

Revision of Five Game

During the first home visits we discovered that the game was too difficult for target children and too competitive in having only one defined winner each time, so the game was revised as follows:

1. Show one card of each kind to all participants; name color, label objects on card.
2. Place these five on table and show that there are five of each kind.

3. Hand out one card to each player (or let them choose). No two persons can have the same card. This, then, establishes what kind is being collected by whom. Say so.
4. Shuffle pictures face down on table. Pick one up "Who has the green baseball cap?" "Me," "I do," etc. Give the person the card and now the next person clockwise takes a turn to pick and call the card.
5. The game continues, with much incidental counting until one, or all, or TC has five, depending on what the atmosphere indicates.
6. With four players, one kind is left over. When this kind gets picked, it goes back into the pile.
7. The game can be played in the future with someone having two pictures to collect and so on.
8. Indicate to first person who has five "One, two, three, four, five _____ has five apples" or what have you.

Review "1,2,3,4,5"

To M "let me hear the song (turn to C) with <u>your</u> <u>name</u> in it." Praise C and praise M.

"1,2,3,4,5" song using raisins

1. To C "I have some raisins to use with <u>your</u> song. Get out five raisins and place in line in front of HV. Comment on how wrinkled they are.
2. Sing "One, two, three, four, five _____ is my name" very slowly. Move corresponding raisin with hand as you count. Repeat, spreading the raisins out again.
3. Sing One, two, three, four, five adding extra two beats (one raisin, two raisin, three etc.). "_____ has five raisins." Do slowly with eye contact with C. Move the corresponding raisins as you count it.
4. Repeat, spreading the raisins out again. (Everyone gets to eat their raisins if they want to.)
5. Then, straight One, two, three, four, five,_____ is my name.
6. Do the raisins once more (with new five for all, this time M should run through it - "It" being putting the raisins together, and spreading them out again, and <u>then</u> we can gobble them up if we want to.
7. Ask C if he'd like to do it again. Encourage him to try.
8. "I'll leave the rest of these raisins, and another box too, so you and _____ can play this game some more.

Notebook

Get out notebook to indicate in felt hat. Ask about preceding week, writing it down on the Lotto card page. Turn page, paste in felt hat, and write with usual commentary "The Five Game" and "TC's Raisin song."

Rationale of the Plan

The Little Farm book was reviewed because we were interested as before in seeing how the mother read a book to the child, the child's reactions, the mother's elaborations, whether she read the text, how she presented the book to the child, and the child's interest in the story as the mother presented it. We reviewed the song "One, two, three, four, five" and also the imitations of farm activities in order to see if the mothers and children had become more at ease with this game and whether they had added verses and activities. The song "One, two, three, four, five _____ is my name" was reviewed and the elaboration on it was introduced.

Adding raisins to last week's song "1,2,3,4,5, _____ is My Name" was to demonstrate the principle of one to one correspondence and to lead the mother another step in teaching numbers to the child: first, rote memorization of the numbers one, two, three, four, five; then counting one object, two objects, three objects and so forth, assigning only one number to each of the objects in a row going from left to right and saying the numbers in order. In the song the raisins were placed in front of the child and then gathered up, "_____ is my name" sung; and the child could eat the raisins if he wished.

The Five Card game similarly consisted of five objects, five cards of each object, each object being a different color; so there were five colors, five cards, and five objects. This was to give further practice in the principle of one to one correspondence, and also to provide a means for including siblings in the activities since this was a game which could be played by four and three year olds and by a two year old given considerable help.

Home Visitor's Experience

This was the first time that we had asked the mothers to read in a program visit. None of them objected; most, in fact, seemed eager to show what the child had learned during the week.

Most of the mothers had elaborated on The Little Farm book, and sought to demonstrate this by questioning the child about each picture. If this became a testing session rather than an enjoyable activity, the home visitor made a comment such as "My, you're really taught him a lot about this book but he seems to be getting restless now, so why don't you show him the rest of it yourself instead of asking him about it. Just read it the way you did during the week."

Most families had added verses to the "This Is the Way We...." song. One mother had varied the song by including the child's name, e.g., "Now TC will go and get some water, etc. so early in the morning." Half the children wore the hat while singing; the others had not been using it (although one child had worn it while playing house during the week). Mothers who had been too shy to perform motions required by the song at its presentation did so in its review.

In the counting of objects required by the song,"1,2,3,4,5, _____ is My Name," there was opportunity to observe a mother's teaching behavior since several children had difficulty in matching numbers with objects. One mother's reaction to her child's predicament was "But he knows how to count!" When the home visitor explained that it is harder to count objects attaching a number to each than it is to repeat the names of the numbers without attached meaning, the mother replied "That's interesting; I never thought of that before." She then worked with the child, helping him to count slowly as she touched the corresponding raisin. Another mother whose child was having similar difficulties, held out her hand, helped the child touch one of her fingers at a time as she numbered them. Then she had the child do this by himself, repeating the numbers. She praised his performance.

Of the twelve mothers, only one had not much worked with the child during this week. She had, however, read some to her and had taught her the song. And that much activity was impressive considering the events in her life that week: the family lived in a trailer on an isolated country road, with a five year old (the target child) and an eight months old baby. The water was frozen each morning (the mother routinely completed thawing the pipes with a blow torch after the home visitor's arrival, before the start of the program); the gas had been shut off for non-payment; the electricity was to go off that day. The husband who was employed was trying to borrow ninety dollars from a finance company for the deposit required by the electric company so they could move to a place where they would have heat and water. Before the home visitor left the mother asked her to write out her name and telephone number so she could let us know her new address and no visits would be missed.

The home visitor made informal inventory of the program materials at this visit. In every home the mother's assignment and record notebook was carefully preserved and placed out of reach. In ten homes, the plastic pan provided for storage of materials was in use and the materials were in excellent condition. In one home, one of the most disorganized in fact, the mother had carefully wrapped each set of game cards in an individual plastic bag and had these stacked neatly in the pan. In the two homes in which materials were not in order, the children had been allowed to take them to their rooms and they were scattered, with some pieces lost. In these cases, the home visitor asked the child to find as many parts of the games as he could and then showed the mothers how the games could be played with the parts they had.

PROGRAM VISIT V

Activities

Review of the Five Game
Review of the song "1,2,3,4,5, _____ is My Name."
Let's Go to the Supermarket book
Invitation to take a trip to a supermarket
Assignment
Simon Says

Materials

Let's Go to the Supermarket by Billy N. Pope and Ramona W. Emmons, Taylor Publishing Company, 1966
Orange school bus cutout for the mother's assignment notebook

Objectives

To require child to listen carefully to spoken commands and act upon them
To require child to make up and give simple verbal commands
To model giving immediate correction to child when he makes a mistake

Specific Information Included

Colors: red, yellow, orange, blue, green
Comparison words: alike, same, different
Grouping words: as many as, how many, all
Counting: one through five
Body parts
Simple action verbs

Detail of the Program Visit

Book Let's Go to the Supermarket

Read text first on each page; then use the following comments:
Cover: "This is a book about going to the store. This is a big store, so it's called a supermarket. Have you ever been to a supermarket?"

p. 1 "The book is called Let's Go to the Supermarket."

p. 3 "There's a door for us to go in and after we're through shopping, we can come out this door. If you step on the black mat, the door will open."

p. 4 "Here are the checkout counters, where the people pay for their food when they leave."

p. 5 "See, that woman is pushing a cart. I wonder what groceries she'll put in it." (Point out shelves, food aisles.)

p. 6 "If Mommy was shopping, she'd take a cart too. Look at all those carts."

p. 7 "Here's a shopping cart. Can you find the wheels? Yes, there are four of them, one, two, three, four."

p. 8 "Look at the red apples. This yellow fruit is lemons You know what the orange fruit over there is, don't you? They are oranges."

p. 9 "These kids live in the city right near the store. They can walk to the supermarket and buy things that their mothers need."

p. 10 Text only

p. 11 "There is ice on the lettuce to keep it cold, to keep it fresh and green. When your mother brings lettuce home from the store she puts it in the refrigerator to keep it cool."

p. 12 "Here's another vegetable - corn. And here are some orange carrots and green cucumbers. Have you ever eaten corn on the cob? Or carrots? Or cucumbers?"

p. 13 "I see some green peppers and those red things must be radishes. Oh, there's some squash."

p. 14 "Now we come to the meat department. The butcher cuts the meat with that machine. That looks like stew beef (left front corner)."

p. 15 "There's some roast beef."

p. 16 "That looks like a pot roast. Hamburger and chicken and hot dogs and bacon would be in the meat department too."

p. 17 "What do you suppose that boy is doing? Maybe he's trying to see what's in the bottom of the cart."

p. 18 "Remember when Farmer Small milked the cows? He took the milk in big cans to the milk truck. The milk truck takes the milk to the dairy where it is put in cartons like these, to see in the store."

p. 19 "They look heavy, don't they?"

p. 20 "Look at all the cheese! Cheese is made from milk. It helps you grow like milk does."

p. 21 "Wow, that cart is getting pretty full.

p. 22 "All the bread is kept in the same place."

p. 23 "There are rolls for hot dogs here, too." (Point to lower right shelf)

p. 24 Text only

p. 25 "The picture on the can helps you know what's inside the can. This one has corn in it."

p. 26 Text only

p. 27 "That cart is full! He can hardly get the cereal in. Look at all the kinds of cereal. What kind of cereal do you like to eat? There's some celery in the cart too."

p. 28 "If the boy's mother was with him, she would take things out of the cart and he could help her, but he probably can't reach way down in the cart by himself."

p. 29 "When he tells the boy how much the groceries cost, the boy will pay him."

p. 30 "Now that the kids have paid the money for the groceries, they can take them home. It looks like they need some help with that big bag."

Invitation to the supermarket

"I'd like to invite you and TC to come with us to the _____ store at the time of the next visit rather than having me come to your home next week. One of the people on our staff will pick you and Cs up and we'll bring you back after the trip. This won't be a shopping trip although of course if you see something you need or want you should certainly feel free to get it, but it will be primarily a trip to show the children things in a supermarket that you wouldn't ordinarily have time to show them while you're shopping."

Rationale of the Plan

The book Let's Go to the Supermarket was chosen to introduce a sequence of activities: a trip for the mother and child to the neighborhood supermarket, to be followed by later visits by conversation and playing store in the home. The book has actual color photographs of a supermarket with closeups in each department; it shows a group of children going through the supermarket, gathering groceries in a shopping cart, paying for them at the check-out counter and leaving the store with them. The trip to the supermarket was taken to show the mothers that this could be an educational experience and also a pleasant experience for them. Many of the mothers felt that taking a child to the supermarket was a real ordeal. We hoped to demonstrate how children could be kept interested in the trip, or in any shopping trip, by letting them participate in ways possible to them. We mentioned in our invitation to the supermarket that this would not be a shopping trip, that it would be primarily a tour to show the child things in the supermarket. Everyone agreed to go, there was no hesitation.

The game Simon Says was introduced as a means of giving the child practice in following directions and opportunity to give directions to a person (in this case, an adult) who would follow instructions. We, therefore, devised a simplified form in which there were only positive demands and in which the required activity was named as well as modeled (that is,"Simon says jump up and down," rather than "Simon says do this.").

Home Visitor's Experience

This visit, unlike others, had two differing forms: the three families who had struggled through the Five Game in its original form (and taught us that it needed to be simplified) learned the revised form; other families reviewed the revised form they had learned.

All families responded positively to invitation to the supermarket. And all the children sang the song "1,2,3,4,5, _____ is My Name" in review for the home visitor, except in two families in which the children were shy in the presence of a new adult, a staff member who was observing.

PROGRAM VISIT VI

Activities

Trip to supermarket

Materials

Shopping list for home visitor's shopping: carrots, quart of milk, can of corn

Family party shopping: child will help choose large can of fruit juice and package of colored napkins, for family party at home (mother asked to save child's fruit juice can for playing house next week)

Money for home visitor and family party shopping

Objectives

To demonstrate value of an ordinary adult activity as a learning experience

To model an information-giving style of interacting with the child

To model techniques for involving child in ongoing activity

To provide child with sufficient information about how to shop and how a store operates that he is able to play store during the following week's visit

Specific Information Included

Categorization of foods by types

Names and colors of various foods

Size: large, small

Detail of the Program Visit

Plan with Mother	The previous week, the home visitor had asked mother and child to come to the supermarket to show target child the things he's seen in the supermarket book. Mother was told who would pick her and the children up and take them to store, there to meet the home visitor. (The driver is either the interviewer who came to the home three times before the videotaping session and interviewed them during it or the program planner who visited each home once with the home visitor and was also part of the videotaping session staff.)
Schedule	Schedule time for family pick-up, arrival at supermarket, and time spent at supermarket. Home visitor reamins at supermarket. Families transported to store by staff member drivers.
Arrival	Procedure at supermarket: HV takes cart, puts sib in it, lets target child push with her. Three year old sib in home visitor's cart where home visitor can be in control of situation. Home visitor talks mainly to target child and mother. If there is a third child, he rides in mother's cart.

In the Supermarket

The emphasis is not on consumer information but on modeling for the mother the usefulness of this experience for her child.

1. In produce -- talk about colors, kinds of categorization, and keeping them cold. Notice apples and oranges, point out lemons, feel them "bumpy like the oranges." (Lemons are yellow, oranges orange.) C can feel how cold they are, to keep them from spoiling. Notice the packaging. Choose carrots or a head of lettuce, and let the child put in the cart.

2. Meat -- meat is from cows, pigs, etc. "It's a good thing we can buy it cut and packaged because we couldn't store a whole cow or pig in our freezer. Also, it would cost too much to buy a whole cow at a time." Point out clear packaging.

3. Cans -- point out sequences (such as picking peas from garden, to factory and put in cans so they won't spoil, we buy at supermarket). Notice picture on cans of what's inside. Farmer Small's apples could go to a factory where they make applesauce, put it in cans so we can buy it at the supermarket. How would we tell what was in the can if they were stacked upside down? Home visitor will ask C to find her a can of corn. Help child if he needs guidance. Important that he feels helpful.

4. Soaps -- smell, so many different kinds, amounts, quantity differences. Note large and small box of same kind of detergent.

5. Napkins, toilet paper -- point out how many different colors, patterns. Home visitor models allowing child to choose from the cheaper ones, let target child choose color he likes.

6. Cereals -- like on TV. Notice the pictures. Mention, "Here is Captain Crunch like you see on TV." (Don't choose a cereal). Notice the kinds and the boxes and the colors. Encourage child to tell you about what he sees about cereal on TV.

7. Comment on all the many different kinds of cookies. (This is probably risky and second thought says, speed down the cookie aisle if you can.)

8. Help child choose a can of juice to take home. Notice pictures, talk about the tastes, try to steer them away from grapefruit juice. Ask mother to save the can for playing store next week.

9. Dairy -- recall Farmer Small taking the cow's milk to the truck. Talk about the cycle from cow to carton to target child. Point out cheese and butter as made from milk. Child puts carton for home visitor into cart.

10. Bread -- look at bread, rolls. This needs to be brief.

11. Frozen food -- why they're frozen, types of frozen things. Refer to some vegetable (like corn) you may have seen in canned goods, now packaged a new way. Mention fresh oranges to frozen juice.

12. At checkout counter -- let child help put the stuff on counter. Indicate how cash register adds up how much the food costs. Let him see you give the clerk the money. Have the clerk put child's stuff in a separate bag.

Rationale of the Plan

A general program goal was to include experiences easily repeatable by the mother with the child: close to her present range of experiences and capable of varied or elaborative use. The Supermarket trip presented such an opportunity. The trip was to a store in or near the mother's community usually the store in which the mother shopped. The trip permitted the mother and child to see at first hand something which had just been read about, since the Supermarket book used the week before contained full color photographs taken in a store similar to the one we visited.

We hoped that the mother would feel confident and at ease and that the trip would provide her an opportunity to give the child information based on what she already knew. In most cases, however, the mother had told the home visitor that she did not usually take the child to the supermarket because of the child's behavior in the store. We hoped the trip would provide opportunity to demonstrate ways in which the child could be both helped and helpful.

Transportation to the supermarket was provided by several different staff members so the home visitor could show three mothers through the store each morning of this program week. Visits were scheduled between nine and noon to occur after older children left for school and before favorite television programs (daytime serials which the mothers followed very closely and wanted to watch) or the time when target children would be taking naps, if they had a nap time.

We had found, when we took a similar trip in our pilot study, that the mother was inclined to take a shopping cart and go off, leaving the home visitor with the target child and by-passing our intent of mother-child interaction during the trip. Here, we made more careful explanation of the trip's purpose and we decided to have the home visitor take a cart as she walked into the supermarket, suggest that the mother place siblings in this cart and that the target child help the home visitor push the cart. Then both the home visitor and the mother were with the target child and conversation among them was easily assured.

Each act in the store was considered and planned to make the trip worthwhile for the mother and the child. The home visitor was to direct the family first to the produce counter, to discuss the texture and color of the fruit and vegetables,

to allow the target child to choose either carrots or lettuce and put them into the home visitor's cart. Then the home visitor and the family would continue through the store as outlined and the home visitor would make her comments, leaving time for elaboration and the mother's or child's response. Reference was made during the trip to the supermarket book and, at the dairy counter, to the Farmer Small book.

This visit, like all others, was to be tape recorded: this by a portable cassette tape recorder which the home visitor wore on her shoulder, others by a small reel to reel recorder.

Home Visitor's Evaluation

Each of the trips to the supermarket went smoothly. There was no difficulty in getting mothers to go, no hesitation about leaving the house and going on such a trip.

Some children were initially too shy to select the lettuce or carrots at the first stop along the way through the supermarket, but at the next counter, when asked to put something in the cart, they were able to do so. We had recognized that the sibling -- to be happy and contented -- would have to be included in this process of placing things in the cart, so the sibling was asked to select a vegetable whose picture appeared on its label. A highlight of the tour for the children was lifting the large half-gallon carton of milk and placing it in the shopping cart. They all seemed delighted by this.

A large can of juice and a package of napkins in any color the child selected were gifts from the project, to be taken home for a family party after the supermarket visit. The mother's initial response, when we reached this point in the trip, was silence. The child would then quickly point to some can of juice without paying attention to what it was. Sometimes the mother would nod or would say, "You don't like that." If she said nothing, the home visitor would say "We'll ask Mommy if this is the kind of juice you like." Depending on the answer the home visitor would either suggest they put it in the cart or that the mother and child together choose on which the child liked. The home visitor encouraged the child to look at all the cans of juice, pointing out the varieties or pointing to the labels so that the child was sure of his choice before placing it in the cart. Several mothers commented at the end of the supermarket trip that they hadn't realized how helpful and how interested the child could be when he was taking part in selecting things and placing them in the cart.

None of the mothers left to do shopping on their own. None of the children ran around or misbehaved in the store and they all seemed very interested in going through the store, as did the mothers, although the mothers said little.

References were made as often as possible during the trip to the Supermarket book. Some mothers picked this up and began to refer to the items pictured in the book as they talked with the child in the supermarket.

This visit was one of the most successful in the program, although one of the most difficult to arrange, requiring careful scheduling and use of several cars driven by staff members familiar to the families and acquainted with the way we operated our program. Despite (or because of) our worries, there were no difficulties with transportation of mothers to and from the store nor with tape recording in it.

PROGRAM VISIT VII

Activities

Review Supermarket Book
Introduce playing store
Review Simon Says

Materials

Cardboard box covered with contact paper to simulate grocery store checkout counter
Cash register in box, together with orange juice cans, vegetable or fruit cans, egg and milk cartons, and plastic fruit and vegetables: a carrot, a cucumber, an orange, a banana and a peach
Six medium-sized paper bags
Toy money, with no value denominations
Rotating library books

Objectives

To encourage child to engage in imaginary play under circumstances in which he is well prepared for such an undertaking

Specific Information Included

Names of various food items and classifications of food items

Detail of Program Visit

Supermarket Book (review)

Have mother read, as in review of The Little Farm.

Playing Store

1. Bring out box "Let's play supermarket. Let's see what's in your supermarket."
2. Explain cash register "You can be the cashier who rings up the groceries at the checkout counter."
3. "Let's see what else is in the box" (show mother).
4. "Let's play that this is the aisle (choose a place)." Ask mother to help. "Help me put the groceries in the shelves." (Point out that milk carton and eggs go together in cooler, that the different vegetable cans go in same place, etc.) Ask target child if they saved his juice can from last week. If they have it, let him put it on floor in the line. Identify food and sort. Make a point of fresh vegetables, frozen vegetables, canned vegetables.
5. Turn over carton. "This can be the checkout counter. We'll put the cash register on the counter. And here are your bags to put groceries in." "Would you like to be cashier first? Mother and I'll be the customers." Have child open cash register, give mother and home visitor play money.

6. Home visitor models choosing groceries. "Let's see, I need some milk for cereal . . . and a can of _____." Home visitor takes to checkout counter and converses with cashier, such as "Hello TC, could you ring my groceries up? I have a quart of milk, etc. . . ."

7. Home visitor will help target child get feel of role as cashier (hints of what he can do - things to tal: about). "Do you want to give me a receipt of how much money I owe you? You can tear off a piece of paper from that pad on your cash register for my receipt." Home visitor looks at paper and muses about how much she owes cashier and then counts out one or two coins and a pink bill.

8. When mother gets to cash register, home visitor might model conversation of meeting a neighbor in supermarket. "Why Mrs. _____. Isn't it a (cold, rainy, beautiful) day? Do you usually do your shopping on _____? I wish they were having a sale on _____ this week. I can never buy enough milk for all my children, etc. etc."

9. See if target child wants to be customer, mother cashier. (Sibs can be customers too if desirable.)

10. Continue play as time allows which probably isn't much.

11. Model putting store away now.

Simon Says

1. "Let's play Simon Says." Start with mother as caller.

2. Home visitor then models speeding it up a little, and adding movements to objects in room (e.g., Simon Says touch the chair, table, kitchen counter, pertinent new words from supermarket trip, floor, wall, door, etc.)

Notebook

1. Discuss whether mother thought trip was interesting to target child. "Did you talk about it? Very much?"

2. Paste in a fake money bill.

3. Hint mother can use things from her cupboard when she plays store during this week.

4. Write in: Play store
   Plan new Simon Says

Rationale of the Plan

We were very interested in finding out how the mother would read the Supermarket Book to the child since an actual trip to a supermarket had followed the home visitor's showing it to the child. We wondered whether

the mother would embellish the text, referring to the trip or to other trips she and the children had taken to the supermarket without the home visitor. The Play Store was introduced in order to give the child an opportunity to engage in imaginary play using a recent experience. The review of Simon Says was included to enable the child, who should now know the game farily well, to be Simon or the caller and also to introduce counted actions (e.g., "Simon Says, 'jump three times'.").

Home Visitor's Experience

Playing store was enjoyed by all the children, and the plastic fruit and vegetables were very popular, providing realistic replica of actual foods, in shape, texture and color.

To avoid the possibility that children might be given the materials to play with quietly without the mother's taking part, the home visitor suggested that the mother observe the child play in the store, take part occasionally, and help the child think of new ways to play with the equipment as time went on.

In our pilot study we had provided play money and discovered that some mothers and fathers tried to have the child read the amounts printed on top of cans and ring up these amounts on the cash register, a task complicated beyond the child's ability. In this study, we eliminated the numbers, providng pieces of paper -- rectangles for bills and circles for coins -- without denominations marked. Also, the home visitor spent a little time demonstrating a use of the cash register which included only one to one correspondence between the cash register key and the item; i.e., she would say "One cucumber" and press one button.

There was considerable conversation about the trip to the supermarket. One family had already set up a play store when the home visitor arrived and a few had collected boxes and cans in preparation for the store activity. Several mothers spoke of having taken their child to the supermarket since the trip with the Cornell home visitor and commented that he had "noticed even more."

When mothers read the book to the child, most elaborated on it, not just following the text. Several said it was the child's favorite book and it appeared that the book had been read extensively in homes during the week.

PROGRAM VISIT VIII

Activities

Play store: review and elaboration
Imaginative telephone conversations: ordering food for a birthday party and inviting guests
Read Are You My Mother?
Plan for the next three week period without home visits
Final imaginative telephone conversation between the child and the home visitor explaining that she would not be coming for three weeks but would be back the fourth week.

Materials

Two plastic toy telephones
Are You My Mother? by P. D. Eastman, Random House, Inc., 1960
Camera to take polaroid picture of target child (and others) at play store

Objectives

To expand the mother and child's attempts to play store and to take new imaginary roles
To encourage conversation between mother and child by suggesting imaginary conversations which the mother and child find easy and enjoyable to engage in.

Program Detail of the Program Visit

Store (review)

"Let's play store again." Encourage child to set up store the way he and his mother have played in the past week. Follow mother and child's lead in helping set up store. (They may have it set up already.) To mother "Why don't you play with him (them) the way you played all week, and then I can play that way too."

Note whether mother or child has added anything to store and variations from the way it was modeled. If mother and child are having difficulties, encourage by joining in as another shopper who meets mother or child in the store. Chat about the weather, morning, children, food, etc. (Indicate that this is a way that sibs can be included, too).

If child has only played one role (that of cashier), hint to mother "If you make being a customer lots of fun, maybe target child will want to try sometime."

Telephone Conversations

Get out telephones. Hand one to child; home visitor keeps one. "I am going to pretend to call you up. I take the phone (picking up receiver) and dial a few numbers" (demonstrate). If child appears not to understand, be sure that he knows what a phone is. If he does not, talk about telephones.

#1

"Ring, ring! Your phone's ringing."
Pick up your receiver and say "hello."

"Hello, is this TC?"
"This is Barbara."
"How are you today?"
"That's nice."
"It was fun to play in your store today. You're a good cashier."
"Could I talk to your mother for a minute?"
"Hello, Mrs. _____."
"I thought we might pretend I'm working in the store and you could call me up to order food for a party -- maybe a birthday party for someone in your family." (More explanation if needed)
"I'll hang up now."
"Bye."

Further amplification of this should include taking your phone over to store (if you're not there) and indicating that "They can help you plan the party" and "We'll pretend that I have lots of different kinds of food in the store like a real supermarket."

#2 Mother calls home visitor. Responses could include
"How are you today?"
"How are _____, _____ (children)?"
Weather comments
"I'm not sure I have that. Let me check."
Flavors of things
When to deliver (let's assume they're friends and no directions to the house are needed)
"Bye."

#3 Target child call home visitor (who plays cashier)
"Let's have target child call me up this time and order some food for a party for another member of the family."
Home Visitor: "Okay - dial your phone and I'll be waiting to answer it." Home visitor will model helping child think up things if mother is not active and will tone down a mother if she is overly directive.

Use ritual phrases
Weather comments
At some point could mention that "I talked to Farmer Small today. The trucks didn't get his milk this morning. I guess the snow plows didn't get his road cleared. How are the roads at your house?"
Might ask whether child wants napkins for the party and what color. Could indicate something like "I remember when we were at the supermarket there were (such and such) napkins."

Other sib could here take a turn calling home visitor with home visitor using ritual language and a shorter version of above.

#4 (If there is time) To target child "Is there anyone you'd like to invite to the party? Maybe you could call them up." Mother can probably help child here. Home visitor gives her phone to mother so she can answer child's call. Help where needed to get this going.

Book
Are You My Mother?

"Let's put the phones down for a minute and read a new book I brought this week. It's a funny story about a little bird who doesn't know what his mother looks like." Cover -- read title -- ask C to point to his mother (make sure he knows meaning of word)

p. 3 "She's keeping the egg warm. It has a baby bird in it."

p. 4 "It looks like the baby bird's ready to come out of the egg."

p. 5 Text

p. 6 "The mother bird is going to get something for her baby to eat -- probably a bug or a worm."

p. 7 Text

p. 8 Text

p. 9 "There he is!"

p. 10 "Where is she? She went to look for a worm for him but he doesn't know that."

p. 11 Text

p. 12 Text

p. 13 Text

p. 14 Text

p. 15 "Oh, oh he hasn't learned to fly yet."

p. 16 "See what happened!"

p. 17 Text

p. 18 "He didn't get hurt. That's good."

p. 19 Text
"He's never seen his mother, has he? I wonder if he knows what she looks like."

p. 20 "No, he doesn't. There's his mother getting a worm for him but he doesn't know her."

p. 22 "He's pretty brave to talk to that big cat. The cat doesn't look like him, does it? That's not his mother."

p. 25 Text

p. 26 Text

p. 27 Text
"What do you think that is? (point to tail)"

p. 28 "Oh, it was the dog's tail (turn back). Look how big that dog is!"

p. 29 Text

p. 30 Text

p. 31 Text

p. 32 Text

p. 33 Text

p. 34 Text

p. 35 "Poor little bird. He's all alone."

p. 36 "Let's see where he'll find her."

p. 37 Text

p. 38 Text

p. 39 Text

p. 40 "Look at the boat way down in the water."

p. 41 Text

p. 42 Text

p. 43 "That plane wasn't his mother, was it?"

p. 44 "He really doesn't know what a mother bird looks like, does he? Now he thinks his mother is a steam shovel."

p. 46 Text

p. 48 Text
"Did you see what happened? (turn back) The baby bird stood on the scoop of the steam shovel and when the scoop went up, he did too."

p. 50 Text

p. 52 Text
"He can't get down because he can't fly."

p. 54 Text

p. 56 Text

p. 58 "The bird looks surprised, doesn't he?"

p. 60 "Do you think he knows that is his mother? He looks happy to see her. Let's see."

p. 62 Text
"They're both happy to be home together, aren't they? Did you see what the mother bird brought for her baby to eat? (turn back) A big fat worm."

Discussion with mother

Home visitor talks over with mother that she will not return for three weeks. "We need time to work out new games and part of the time our own children are out of school for spring vacation."

Help her plan what she and target child will do until home visitor comes back. Give mother the date.

Final phone conversation with target child and home visitor: Home visitor will call child: "Hi, this is Barbara. I won't be able to come to visit for a while. When I come back, we'll talk on the phones like this and you can tell me what you have been doing. Okay? I have to hang up now. Bye."

Rationale of the Plan

The store review was included primarily so that we could see what part the mother took in the activity -- whether she made suggestions to the child or actually played with the child in the store, whether siblings took part, how familiar the child was with the store materials, and whether he enjoyed the activity.

Telephones were introduced as another type of imaginary play in which the mother could participate with her child, and to encourage conversation between mother and child; also, in those homes which had telephones, to give the child opportunity to imitate behavior he observed as the mother talked on the telephone. (Half the families had telephones, half did not; however, all the children were familiar with telephones. Only one family had had toy telephones and these had been broken and discarded.)

The book Are You My Mother? was selected because it is an imaginative and imaginary story, a book to assure that books can be fun as well as educational. Its repetition is enjoyable and gives opportunity for a child to become familiar with the standard lines and to participate in "reading" the story with the mother.

A color photograph was taken of the child and, if possible, the mother, playing store for several reasons: so the mother and child would have something very interesting to them -- a picture of themselves -- for the mother's notebook, and so the project staff would have visual evidence of how the mother and child set up the store and used it.

Home Visitor's Experience

Store play was quite imaginative. Only one mother did not actively participate until urged to do so, this a mother who often showed little interest in participating. In one family the mother had varied the play each day, letting her children choose to be a different friend or relative each time and then asking them who they wanted her to be. Several of the children pretended they were taking groceries home after buying them, put them away, and took care of a family, combining doll play and playing house with the store.

One mother had saved cartons, bags and boxes to add to the store, including the child's favorite cereal. She had also stuffed paper in a sugar bag to appear full, had taped boxes closed, and had given the child metal discs to use as play money.

In telephone conversation, the mothers conversed naturally, elaborated on the idea of a party, and ordered things for it over the phone; the children, except one who did not speak at all until a later visit, placed orders and talked on the phone to the home visitor. Planning a party (usually a birthday party for the target child) proved appealing.

Everyone, including the mothers, enjoyed the book Are You My Mother? and savored its humor. The home visitor felt this visit was an exceptionally successful one.

PROGRAM VISIT IX

Activities

Talking on toy telephone with child about holiday activities
Review Are You My Mother?
The Three Bears book
Acting the story with stick puppets
"Johnny Works with One Hammer" song
Simon Says, with action repeated a number of times
Assignment and questionnaire

Materials

The Three Bears, Western Publishing Co., Inc., 1960
Stick puppets: Mother Bear, Father Bear, Baby Bear
"Johnny Works with One Hammer" -- song sheet
Questionnaire: check list to guide the mother's appraisal of each activity

Objectives

To develop ability to recall a story in proper sequence
To encourage imaginative play by providing a structured situation in which a simple story can be re-enacted
To reintroduce a familiar activity to give more practice with counting, thus widening the range of contexts in which each was used
To focus mother's attention on the specific educational task of teaching her child how to count
To require child to follow verbal commands with and then without reliance on physical cues
To require child (as Simon) to make up and give simple verbal commands

Specific Information Included

Size: little, middle-sized, big, smallest, biggest
Correspondence between number 1 through 5 and the number of times child does something

Detail of the Program Visit

Greetings	Initial pleasantries in greeting to family.
Telephones	Use phones to call mother and find out what she's been doing, ask to talk to child, pick up clues for conversation with child.
Book Are You My Mother?	You know I haven't heard Are You My Mother? for a long time. Maybe you and mother could read it for me so I could hear it again.
Book Bear Book and Puppets	Do you remember the story of the Three Bears and Goldilocks? I brought along these stick puppets to help tell the story. This is the big father bear, this is the middle-sized mother bear and the little baby bear. And this is Goldilocks. Start to read - let children hold puppets as you read book if they wish. Elaborate somewhat on the walking in the woods and

the other activities of the bears and Goldilocks that will fit in later with puppets alone. After reading book, assign parts so story can be acted out. Home visitor should play a part (two if there is necessity). Home visitor will add dialogue as necessary in her role to keep story in sequence, but try to stay in character. She can model voice changes for appropriate characters she is playing, moving puppets and using expressions that will pretend cereal bowls exist, chairs get broken, beds are soft or hard, stairs are climbed, etc.

Redo story and see if people will play different roles. Try and encourage with "Why don't you play such and such this time."

Hammer Song "I've got a new song for your mother to help you learn." Target child and mother need to be seated for this. Child needs to be able to have both feet on the floor. If only large chairs are available, target child may be able to manage by sitting on edge of chair. Home visitor go through the song with motions. Repeat two or three times encouraging mother and target child.

Simon Says Suggest playing Simon Says. Play as you did before to get feel of it again. Home visitor model being Simon using a number for doing the particular action n times. Start with low numbers and work up to five. Use a core of actions to which home visitor adds her own inspirations. Use numbers only as far as child knows.

Examples:

Clap your hands _____ times.
Stamp your foot _____.
Pat your stomach.
Touch or walk around the table or other furniture.
Jump.
Touch your toes.
Take _____ steps.

Assignment & Questionnaire To TC: "I want to talk to your mother a minute to get an idea about how you and she like the games we're using." To M: "Maybe while you and I are talking TC can play with the game and look at some of the books we've read."

Rationale of the Plan

This visit followed Spring vacation, so the home visitor had been away from families for a period of three weeks (or, for a few families, who had had a make-up visit, for two weeks). The toy telephones left at the preceding program were used, for short conversation with the child about what he had been doing over the holiday.

The story of "Goldilocks and the Three Bears" was chosen for telling for its familiarity, repetition and simple story line. To provide mothers the comfort of a framework we brought (and left) copy of the story as well as stick puppets.

We reviewed several versions of the story before choosing this particular book, and were won to it because it was simply and colorfully illustrated and because its ending is unusual in the parents' active attempt to improve things for the baby bear after Goldilocks' leaving: the parents mend his chair and make him porridge. This version is also an inexpensive book (less than twenty-five cents) commonly shown in supermarkets and discount stores, and we hoped that mothers might be able and attracted to consider such books when they were choosing a gift for their children.

Both Johnny Works with One Hammer and Simon Says involve counting, one to one correspondence, and following directions, and are more complex than the raisin song.

We wanted to know what families had done with various materials and approaches -- and, importantly, we wanted them to have opportunity to think about what they were doing and to appraise its usefulness -- so we prepared a check list. The mother was asked to indicate which of the activities she and the child were continuing, whether the child asked to use the materials or use of them was initiated by the mother, whether the child worked on them alone or with siblings or with the mother's taking part with the child, for how long a period of time the mother and child worked with the materials and -- after considering each of the activities presented in the preceding eight programs in this manner -- which activities the mother had most enjoyed and which she thought the child had most enjoyed.

Home Visitor's Experience

In only one family did the home visitor's relationship with the child seem adversely affected by the three weeks absence. This child had throughout been shy and reluctant to speak, now the relationship had to be rebuilt. By the end of the visit he was relaxed and enjoying the activities again, although he spoke very little.

The telephone conversations, using toy telephones, were very brief; they served well their purpose of reintroducing the home visitor but provided little information about family activities during the holiday.

The Three Bears puppet activity, though pre-tested, needed further adaptation. In the first family visit the home visitor and the mother acted out the story together; then the mother, child and home visitor went through it again. We decided, instead, to give the child a part from the beginning, for we found children eager to participate -- to use the puppets, to hold them, to manipulate them -- not satisfied just to sit as observers.

As the home visitor read Goldilocks and the Three Bears, she manipulated the puppets, holding up whichever puppet was being referred to in the story as she spoke. Then the home visitor took the parts of Goldilocks and Baby Bear (the two heaviest parts), the child took Mother Bear, and the mother took Father Bear. The second time, the child chose which puppet he wanted, boys generally choosing Father Bear and girls choosing Goldilocks. The home visitor asked the mother, then, to narrate the story.

The story seemed easy and enjoyable for the mothers to tell, and the children enjoyed the puppets immensely. (We found stick puppets much more satisfactory than the hand puppets we had used in our pilot study. Stick puppets were handled as the story suggested; hand puppets' manipulation of mouth with thumb and four fingers irresistibly suggested biting another puppet on an arm or hand -- an activity distracting to story but delightful to children.)

The song "Johnny Works with One Hammer" was interesting to children and mothers, and everyone took part in it, unlike the earlier songs "Old MacDonald Had a Farm" and "This is the Way We . . ."

Evaluative conversation was an extremely valuable activity. Mothers took it seriously, were reflective, absorbed and expressive. It was attended by two problems, however: First, we underestimated by some twenty minutes the time mothers would wish to spend in this appraisal and the home visitor became very uncomfortable about taking the mother's attention away from her children, while the mother enjoyed answering the questions, apparently oblivious to the children's noise or increased restlessness; secondly, our plan had been that while the home visitor was talking with the mother, the target child could be encouraged to look at books introduced in previous visits. This simply did not work. Apparently the expectation had been set of interaction with the child around these materials, which pleased us although it compounded the immediate difficulty.

We were also pleased during this program week that two families contacted us at the office -- with some evidence of initiative and at some inconvenience to themselves -- when they found they could not keep their appointments for a home visit. One family was moving and wanted to be sure that the home visitor knew where to find them for the next visit, this a family in severe financial problem, faced with freezing pipes and periodically without electricity or gas. In the other family, the mother who was expecting a baby in May, had been given a doctor's appointment which conflicted with the home visit. Her husband called when he was in town -- neither family had a phone in the home -- to ask that the visit be rescheduled. (This mother also told her doctor that she would like her appointments on a different day of the week becsuse she had a Cornell program scheduled on Tuesdays.)

PROGRAM VISIT X

Activities

Review Three Bear puppets and introduce elaboration
Review song "Johnny Works with One Hammer"
Read the book The Three Little Pigs
Tell the story of The Three Little Pigs using the flannel board
Rotating library*
Notebook and assignments

Materials

The Three Little Pigs by Margaret Hillert, Follett Publishing Co., 1963
Some straw, sticks and a brick
Flannel board and felt objects: brick house (red square, red triangle, black chimney)
wood house (brown square, brown strip)
straw house (yellow igloo shape)
green top of tree, brown trunk
3 pink felt pigs, and a grey wolf
Set of 5 books*, one of each category: an educational book
a simpler book for enjoyment
an inexpensive book (less than 25¢)
an easy-to-read picture book
a book that is both attractive and more difficult to read (with more story line)

Objectives

To provide practice in storytelling, recounting events in a particular sequence
To encourage imaginative play by providing a relatively structured situation in which a story with repetitive lines can be re-enacted
To motivate the mother to read by letting her choose book to be read
To encourage her to notice how child responds to book
To provide a variety of books for mother to see
To give experience in library procedures, so mother could more easily use community library
To discuss characteristics of a good book
To encourage the mother's interest in and analysis of the child's preferences regarding reading material

Detail of the Program Visit

Hammer Song — "Why don't you" (to mother) "show me how you and TC do the Hammer Song?"

Three Bears and Goldilocks — "Now you do the story of Goldilocks and the Three Bears for me." Home visitor then encourages a spontaneous story using the puppets which the family develops related to their own home or

*Listing of books included in the rotating library is in the Appendix.

experience. This will be a somewhat different story in each family. It is based on the bears inviting Goldilocks back to play after she ran out of the house.

Three Pigs

"Here is a story about the Three Pigs." Read with voice changes for pigs and wolf.

1. Comment on straw house (as <u>not very strong</u> and how it was easy to blow down). Comment on wood house as a <u>little stronger</u>, but not enough to keep wolf from blowing it down. Finally on brick house which is <u>very strong</u>.

2. Bring out straw, sticks and brick. Show how easily the straw falls down and the wood house falls apart. How strong the brick is. "Can't blow the brick at all." As each "house" is built, have child join in blowing it.

3. Bring out flannel board.
   a. Talk about how we can tell story of three pigs with it. Point out how felt and sandpaper stick to the board. Show how a piece of paper won't. Also how various materials will or won't stick to child's hand when raised and lowered.

   b. Talk about how the various houses fit together and what they represent (straw, wood, brick).

   c. HV: "This is the story of the Three Pigs . . ." without elaboration of the building aspects. Include repetitious phrases like "not by the hair of my chinny chin chin," "huff and puff and blow the house down," "little pig, little pig, let me come in." The <u>first</u> time it is played home visitor tells story and target child is encouraged to build houses.
   The <u>second</u> time target child takes role of the wolf or one of the pigs and is encouraged to use the ritual language with his part. The story is done more as a play with parts. Child also builds houses in addition to speaking part. Include sibs if necessary in building houses.
   The <u>third</u> time the mother takes over home visitor's role and does the play with target child. Both mother and child having roles with inclusion of sibs as necessary. Home visitor says: "You haven't had a chance to use the flannel board with _____ yet." Hint to the mother that the target child will imitate her and soon will be able to tell much of the story on the flannel board himself.

Rotating Library

Books left for a week. Mother can choose books she things target child would like. Point out that this is like a regular library and that you will have more books next week. Show her the process of signing card with her name to be put in file. Stamp date due in back of book.

Rationale of the Plan

Review of the Three Bears puppet story was intended to give us evidence of use and to introduce a variation which we hoped would demonstrate to the mother the relative ease of elaborating on such stories.

The flannel board activity followed the puppets as demonstration to the mother of using different materials with similar techniques. Here the child would place flannel cutouts on the flannel board in connection with the narration of the Three Pigs story, then take the part of one of the characters while placing the objects on the board. So it was necessary for the child to listen to the story, attend to the mother's narration of it, and understand where these items would be placed, while he was a participant in narrating and speaking in the story. We hoped also to show that even in this quite structured story where things were placed in a certain way each time, there could be some variation in placement. We changed the end of the story opting for a less violent situation: that is, the wolf was dealt with but not killed. After he was stuck in the chimney, he was placed in a cage in a zoo.

The rotating library was intended to introduce additional books and to provide the mothers and children with opportunity to choose from a selection of books in the home. We purchased four copies of selected books and presented them in groups of five. In each group a book primarily "educational": an alphabet book or a counting book, a book dealing with geometric shapes in very obvious fashion; a humorous book for fun; an animal story; a picture book type - one of the taller, wider books; and a very inexpensive book which can be purchased in a supermarket. From these books the mothers were asked to choose two to keep during the week. We were interested in observing how much time they took in selecting the book, whether they chose by covers or looked inside the books, and how they included the child in the selection process. We hoped that the mothers would eventually be motivated to go to a library themselves, both to supplement what we brought and to get books when we were no longer visiting in our program. We also wanted to focus the mother's attention on the reading interests of her child(ren) and to get her thinking about books and the child's preferences in books.

Home Visitor's Experience

This, like the preceding visit, was long but not uncomfortably so because both mother and child were included in everything.

In the review of the Three Bear puppets it was apparent that mothers were spending time with the child between visits and that they were eager to help the child be at his best when the home visitor came. Even the one or two mothers who consistently showed little interest came through in the review portion of the program, evidencing change over the sequence of home visits.

The flannel board Three Pigs story was very popular and the children were able not only to take the speaking parts as required by the story, but also simultaneously to put the figures on the board, with the single exception of the child who did not yet speak during home visits. He silently and correctly manipulated the figures on the board.

Review of the Hammer Song was gratifying; except for two children, the families visited knew the words and motions and participated enthusiastically with their mothers.

The mother was asked to choose two books from the rotating library and was told clearly that the books were for use with both children -- the target child and the sibling. Mothers spent much, much longer in selecting books than we had anticipated (the reason this particular program was so long). Most went through each book, talked to the child about the pictures, and even read the story. (This was in dramatic contrast to our pilot study the previous year, in which the mother tended frequently to choose books for a sibling in her lap rather than for the target child. Pilot mothers had also hastily, without showing much interest or discrimination, chosen by the picture on the book's cover, and quickly returned to conversation with the home visitor.)

PROGRAM VISIT XI

Activities

Review the story of The Three Little Pigs using the flannel board
Give the mother and child a copy of the book The Three Little Pigs upon which our flannel board story was based
Spin and Go number game
Rotating library
Notebook and mention that a walk will be taken outdoors next week

Materials

The Three Little Pigs, by Margaret Hillert, Follett Publishing Co., 1963
Spin and Go: five foot vinyl square, divided into four areas; spinner
Rotating library
Spin and Go instructions (for the mother's assignment book)

Objectives

To provide practice in the correspondence between a spoken number and the corresponding set (number of balls)
To model giving the child information, i.e., about the number of balls, rather than testing him, if he is not sure

Specific Information Included

Numbers: one to four, association of number of objects with spoken number, counting

Detail of the Program Visit

Spin and Go

1. Lay out mat.
2. First person stands on center square and spins.
3. He spins and counts the number of balls his spinner stops on.
4. If his spinner has stopped on number one, he may move (walk, hop, crawl, jump) to number one. If it stops on any other number, he has to wait for his next turn and try again.
5. Person may move to number two square when he spins a two and so on for number three and four square.
6. When a child reaches number four, he's made it to home and the game ends. It may continue until all children have reached number four square.

Rationale of the Plan

Reviewing the Three Pigs permitted observation of the mother's handling its directions, including the siblings, and acting as model to her children's learning.

The Spin and Go game was designed to introduce actual numerals to the child and to connect them with the meaning of numbers. The game consist of a five foot square of white vinyl, divided by black tape into a baseball diamond, the four areas numbered in red one, two, three and four. The child was asked to take a cardboard spinner which we had designed and spin it until it stopped on a numeral. On the spinner the numerals were accompanied by the appropriate number of dots so a child unfamiliar with the numerals could discover them by counting the dots. The play, then, depended on numbers in order: one must spin a one to begin, then he must get a two, three and finally a four. When he had finished and spun a four he had won. In this, as in our other games, we had a first winner, second winner, etc., and the game was played until everyone could win: the aim not competition with another person, but the individual's completion of the task. And we mentioned that aim to the mother.

The rotating library was included, of course, as ongoing: a series of five presentations from which the mother could choose two books each week.

Discussion at the end of the visit was to summarize in the notebook how often the mother had worked on each activity with the child, and to prepare for the next week's program, a short walk "to discover some signs of spring."

Home Visitor's Experience

There was conscious attempt in this home visit to provide correct information to the child, rather than letting him flounder, to be unsure of the answer, or to guess at answers if he had no information at his disposal. Information giving was particularly easy to demonstrate in the Spin and Go game, since it was a rule of the game that if the child did not know immediately what number he had on the spinner the mother was to tell him. Similarly, in the Three Pigs activity, the mother was urged to suggest words to a child who forgot a speaking part. In every case the children were able to perform the Three Pigs story, had mastered its required ritual language, and the mothers had seen that they had and that the children were enjoying the experience of knowing a story and repeating it using the flannel board. Their eloquence was apparent when they retold the story for the home visitor.

Again, this activity presented strong contrast between our pilot study and this study: pilot mothers had not prepared the child, and apparently did not feel the importance of really working with the child until he had mastered the story. Perhaps they weren't given enough information how to do this. In the pilot project, mothers had sought a social relationship with the home visitor, looking forward to the visit each week as a time when she would talk with the home visitor, and the work with the child was often incidental although it did take place. In this project, the approach was also mother-child centered but the mother understood that the purpose of the visit was for her to work with her child. Information given and suggestions made by the home visitor were made as part of the program, as comments here and there, and were brief and to the point: Comments such as "If he doesn't know the answer, we'll tell him right away," and then doing it. For example, in the initial

presentation of the Three Pigs story, if the child was trying to tell the story and gave only a partial line or a fragment of a line (e.g., instead of saying "not by the hair of my chinny chin chin' you're the wolf and you can't come in," if the child just said "chinny chin"), the home visitor would repeat the entire phrase and say to the child "Now let's see if you can say it." Apparently mothers had carried this on through the week, following this model, because children unable to perform in this role at the initial visit were able to do so in this one.

Spin and Go was learned easily by all children who had learned to count. Two children were still unsure of counting: one whose gain in the program was not as rapid as many of the other children, was lost in this particular game, although he enjoyed it; the other evidenced no interest in any games. (His mother similarly had no enthusiasm for games, although she enjoyed reading the stories.)

When the rotating library books were brought out they were again studied and assigned by the mothers as they had been the first week; again, the home visitor was encouraged at their response.

PROGRAM VISIT XII

Activities

See and Touch Book
Walk outdoors near the house to see
- signs of spring
- objects of various textures

Rotating library
Assignment book

Materials

See and Touch -- a project-made book, each page illustrating hard, soft, rough or smooth texture by an appropriate material attached to a simple line drawing; not text
Pail to collect outdoor material

Objectives

To encourage mother to provide her own comments on the pictures, since there is no text
To require child to describe objects in terms of overlapping dimensions
To encourage abstracting descriptive dimensions from a set of concrete objects
To encourage mother to have child apply newly-learned labels to his environment by asking him to think of other objects with a certain texture
To model giving information to child about surroundings
To ask child to supply newly-learned labels in a new context

Specific Information Included

Textures: soft, hard, rough, smooth

Detail of the Program Visit

See and Touch

Show See and Touch book to mother and child with comments as outlined. The home visitor will attempt to find something in the room illustrative of each texture described and will comment on it.

Comments to be used with presentation of See and Touch book:

Cover: "This is the See and Touch book. What do you see when you look through the window? A kitten." (open cover)

p. 1 "The kitten feels soft (stroke fur and encourage child to do so too). You have something that feels soft like this: your _____ (doggie, kitty, hair)."

p. 2 "That's a lamp. It feels hard (knock against base of lamp with fingers). The kitty is soft (flip back) but this is hard (flip to lamp). The floor is hard (point to floor of room)."

p. 3 "See the road? This feels rough. Does your driveway feel rough? See who's down there? A rabbit."

p. 4 "That was rough and these glasses feel smooth. (flip back and forth) This _____ is smooth, too."

p. 5 "Here are some things that are hard and rough. The whiskers are rough. Did you ever feel your daddy's whiskers? He has his hammer. He's going to pound some nails in that wood and make something."

p. 6 "And these things are soft. The soap is soft and smooth and the towel is soft and rough. (feel and have child feel) Do you know what she's going to do -- wash her hands. Then what will she do? Dry her hands."

p. 7 "These are different kinds of hard things. That was _____ (girl's name - flip back to page 6) back here washing her and here's _____ (boy's name - page 7) going swimming. The sand is rough. And there's a real sponge. The kind that you find in the ocean. These shells are rough and hard and these are smooth and hard. This is a star fish."

p. 8 "These are different kinds of soft things. This is real wool. It came from a real sheep. The boy's shirt is soft and so are his boots."

Back cover "Later on we'll put something in here (in pocket for colorforms)."

Walk

Invite everyone out for a walk. If mother won't go out, get her at least to stand on the porch and watch.

Ask the child how he knows it is no longer winter by looking outdoors and by going outdoors. Help him answer the question. Look outside for signs of spring, leaves, buds, grass, early flowers, absence of snow. Also feel of things such as bark of a tree, side of the house, stones, steps, grass blade, and note colors.

Rationale of the Plan

The See and Touch book was designed, printed and illustrated by our staff, because we could not find a book already published which developed the idea of texture as we wished. We sought clear, descriptive discrimination; we found in the books we reviewed fanciful labels which described without discriminating -- squishy, spongy and bumpy -- which we feared might confuse a child beginning to attach verbal symbols to how an object feels, and a mother who had trouble reading and who would rely heavily on the pictures and on recall of the home visitor's reading.

The book we developed was printed on poster board of various colors. The illustrations were simple line drawings in black ink. There was very brief text opposite each picture labeling the main subject in the picture and the texture or textures represented. We used only four labels: rough, smooth, hard, soft. Materials of appropriate texture were glued on the pictures: e.g., white fur on the drawing of the cat. The book moved from soft to hard to rough to smooth, then used illustrations which combined two textures. A poster board pocket was stapled to the back cover to hold colorforms through which the child would later look at each page, effecting change in its color.

Our pilot study had included a long walk with each family early in the fall when the autumn colors were at their peak, an activity which used the area's natural beauty for pleasure and teaching. In the present study, the circumstances were different: the rural areas we were visiting were not in the lovely wooded hill country of the previous study; the season was cold, slushy early spring. Still we wished to lure the mother into using whatever we could in her immediate environment that could be enjoyed with her child. In these rural isolated homes, mothers with small babies seldom left the house at all during daylight hours; it was common practice to keep the baby in the house until he could be sent out to toddle around outside the house on his own. We had no illusions about changing this pattern. We only hoped to enable the child to see and to pick a dandelion, a blade of grass or pick up a colored stone, and to attach the mother to the experience by encouraging her to allow this object to be brought to her and to comment on it to the child, noticing its color or texture.

Home Visitor's Experience

Most walks outdoors were very brief. All of the mothers came as far as the door to watch, but only half of them would go out and walk with us. The home visitor did not apply great pressure to get them out, emphasizing instead their reacting to what the child discovered while he was outside. The children were delighted with the walk; several mothers reported the following week that the child had been bringing things in and exploring textures both indoors and out daily.

PROGRAM VISIT XIII

Activities

Spin and Go (review and innovate)
Frosting cookies and crackers
See and Touch book (review)
See and Touch book with colorforms
Rotating Library
Assignment

Materials

A one pound box of graham crackers (square) and vanilla wafers (round)
Frosting equipment: confectioners' sugar, food coloring, paper cups, plastic spoons and knives, paper plates
Colorforms

Objectives

To illustrate to mother how child's participation in an ordinary household activity can be structured
To demonstrate that a household activity can be educational to child since it provides many opportunities for incidental teaching
To model explaining color mixing processes to the child

Specific Information Included

Shape: round, square
Color: red, yellow, blue, green, orange, purple

Detail of the Program Visit

Spin and Go (Review)

Play game as before, emphasizing the counting of the dots and moving to the appropriate numeral squares. As an added dimension, encourage players to choose beforehand the way they are going to "GO" (examples: jumping like a frog, tiptoeing like a pig, crawling like a snake, hopping like a bunny, lumbering like an elephant, etc.)

Frosting Cookies

Mix frosting for cookies. Move stuff to kitchen table or where mother would like the mixing done. The following should indicate to mother that this is the kind of activity that the child can help to set up, and help do and can clear up with mother supervising afterward.

Bring out the equipment and include family (especially mother) in organizing the materials. Include children and mother in opening boxes and setting up dixie cups. Talk to mother about the kind of frosting you are planning to use. Indicate that milk can be used for creamier frosting, but that water is fine.

Home visitor does the measuring of sugar, water and coloring. The mother is included in this process by encouraging her to help children mix up the frosting in the cups.

Mix only a few cups at a time - like yellow and blue. Then enjoy what happens when you combine the contents of both cups in a third cup. Frost (round like a circle . . . square like the square pig houses or squares on Spin and Go). Do this where it is appropriate before or during the actual frosting.

Mix yellow and blue -- for green
Mix blue and red -- for purple
Mix red and yellow -- for orange

If possible leave on plate one of each color and color mixture to talk about in review when activity is over. Leave to the mother's discretion when and where the children are to eat these morsels. If they are eating all the time where you are making the cookies and crackers, home visitor could suggest it would be good to leave one of each kind on the plate so that they could see how many colors they have made when activity is all done. Suggest saving some for older sibs and father as a surprise. Also a party at lunch time or at suppertime.

Colorforms

While the child is frosting the last of his cookies, bring out colorforms and look at them, commenting on what color they are if child does not know them or recognize them in this new form and context

a. Look at things in the room and through the window using the colored paper
   Yellow -- makes the world look like there's more sunshine
   Red -- gives a pink look to the sky
   Blue -- makes things look bluer
b. Take one colorform at a time and go through the <u>See and Touch</u> book noting the changes that take place when child looks through them at the separate pages. Using colorform on the same color page creates a more intense color (darker, brighter).
   Yellow colorform on blue page -- light green
   Blue colorform on yellow -- dark green
   Blue colorform on red -- purple
   Red, yellow or blue colorform on white cat changes the color of the cat

Draw references to what happened during the frosting activity where possible in using the colorforms.

Rotating Library

Assignment Notebook

Paste selected objects from walk outdoors on one page and the colored circles and squares on another page.

Rationale of the Plan

We sought to illustrate shapes, primary colors, and their mixing to produce secondary colors through the frosting activity as well as the use of the colorforms.

We had in our pilot project introduced four shapes: square, circle, rectangle and triangle, and found mothers completely confused by triangle and rectangle. So we decided to present only two shapes: circle and square to begin. The crackers and cookies used were referred to as squares and circles respectively. Follow up could demonstrate that unbroken graham crackers are rectangles.

In the pilot study we had baked cookies and frosted them and learned:

1) that the ovens used in the homes were often not reliable for baking so the plan for enjoyment became instead an ordeal of watching every minute to keep cookies from burning or, in one case, settling for warm dough.

2) that organization, planning, preparing, baking and frosting cookies to include the target child and siblings was too complicated a requirement of the mother.

In this study, cookies and crackers were already cooked; the icing was easily mixed (we used confectioners' sugar in each of several containers with water and coloring added and found that a two, three or four year old could mix these easily with a separate stirring utensil in each container. This basic organizational set up could be easily replicated by the mother when the home visitor was not present.

Ways of teaching number as well as shape and color in the cracker activity could be easily seen because crackers could not only be counted on the plate, but a certain number could be set aside for each member of the family.

Home Visitor's Experience

A problem which had emerged over time truly surfaced in this visit: the children knew the home visitor would be bringing something new each week and looked forward to it, so they had become less interested in review and wanted, instead, to get into the new things. Two mothers this week threatened to hit their children if they didn't review; the order of activities was rearranged, and children were quite willing to review activities when they were later in the program visit.

The cracker and cookie frosting activity was the most popular activity of any visit. It was easy to show the mothers that even one and a half year olds could be instructed in how to spread colors on circles and squares and that if the youngest child had his own cup of frosting, he could eat from it as well. The colorforms followed very nicely.

For several families, because of their illness or the home visitor's, visits twelve and thirteen were combined. They represent a congenial grouping of textures, shape and color.

PROGRAM VISIT XIV

Activities

Read Scarry's Best Word Book Ever
Sort boxes
Ask the mother about the use of colorforms and the book See and Touch during the week
Rotating library (talk with the mother about public library near her home)
Mother's assignment notebook
Have the child draw a picture using the paper and crayons provided by the home visitor

Materials

Best Word Book Ever by Richard Scarry, Golden Press, N.Y., 1969.
Sort box: small box with a texture designation (rough, smooth, hard, soft) printed one on each side and with sample of that texture glued beside the word
Box of eight large crayons
Pad of 8½ x 11 white paper
Reinforcements to put child's drawing in mother's notebook

Objectives

To model using a book in an information-giving style, discussing with the child objects in the book
To give practice in relating real and play experiences to materials in a book
To model a way of asking questions without undue press for response
To give the child practice in answering questions
To give practice guessing what an action represents, and asking for and giving hints
To give mother experience in an asymmetrical role situation of just watching and helping the child when necessary
To give the mother practice in immediately giving verbal reinforcement of her child's activity
To give the child practice in classification of objects in terms of a descriptive dimension

Specific Information Included

Textural labels: soft, hard, rough, smooth

Detail of the Program Visit

Scarry's Best Word Book Ever

Introduce book as one for target child and mother to look at and talk about. "This is a book that is enjoyed by children of all ages. Babies like to see the pictures, older children can tell what the pictures are and four and five year olds can talk about the pictures and tell stories about them. Older children enjoy the pictures too."

Look at the cover and elaborate on the picture (descriptive as to what is going on and specific in terms of colors, names of animals, roles they are playing, etc.)

Inside cover - Pick out a few figures to talk about, pointing out the picture and the label; elaborate as appropriate. (Pointing out the picture is for both the mother and target child. Pointing to the word is modeling for the mother to read the labels to the target child)

Title page - Label with little elaboration. Enjoy the MMMM sound that makes the words sound a little alike, but indicate they are all different things.

Table of contents - Indicate that this page is for mothers and that by using it the mother can find out what page something is on, which is helpful in such a large book.

The following pages are suggested as relating to experiences the families have had within our program as well as modeling different parts of the book. They are also fairly easy for the mothers to elaborate on. These pages are suggested only. It is conceivable that in looking at the book, the child may become interested in looking at other pages. Certainly this should not be discouraged and it does not change the objectives of the program. Each page has something to offer in terms of labeling, elaboration and conversation.

The strength of the book (as well as its weakness) lies in the ability of the mother to label and elaborate (make associations with past experiences, color, number, texture categories and new material, etc.) on the pictures. Whether the mother can use the book effectively as a teaching tool and a pleasurable experience with her child, depends on the capability of the mother, how well our past programs have prepared her, and the effectiveness of the home visitor in modeling the wide teaching possibilities of the book. When looking at the pages, encourage the mother as well as the children to label and elaborate on the pictures as they relate to things the family has done as a unit or things the home visitor knows they have done in the program. Enjoy their participation and comments.

p. 8 The New Day - label and elaborate. Describe Little (Baby) Bear's activities relating where appropriate to their own lives or the new way Mother and target child played with the Bear puppets.
Indicate that this is a different kind of book. Each page has different things to talk about and look at so they can open the book anywhere.

p. 16 Farm page (association with pig barn, Old MacDonald, The Little Farm). Label and elaborate as appropriate.

p. 24 The Supermarket. (Visit to Supermarket and playing Supermarket).

p. 44 Trip (Supermarket trip).

p. 50 Kitchen (frosting circles and squares).

p. 58 Things We Do (page on which we based Guess What I'm Doing.) It introduces a new type of activity related to the Scarry book, and introduces another dimension to the book.

a) First look at and comment on the illustrations. Read the caption, act out each.

b) Introduce guessing game "Let's pretend to do some of these things. I'll do one and you guess." Demonstrate some of the "What to do" from Scarry page, and all participate, not being bound by sitting on chairs. Take turns acting out a scene from this page, with other participants guessing which it was.

Sort Boxes

Done to model an activity based on materials available in the home. And to model a general type of activity based on a book that includes collecting, sorting in categories, and labeling based on texture clues.
Words on the box are written in green, blue, purple and pink to reinforce color recognition if opportunity arises.

1. This activity can be done in conjunction with the See and Touch review (colorforms) or using the See and Touch book as a base of reference.

2. Look at and talk about the box, referring to similar textures in the See and Touch book. Notice the textures glued on the box. Indicate that the game is to go around the house collecting small things that will fit in the box. Include mother here by asking her if she would help target child collect a few things to put in the box now -- like from the kitchen or living room. (Possible things easily available might be spoon, kleenex, pencil, cracker, broom straw, plastic bag, soap, paper towel.) Collect a few things and then empty them on table top and sort them according to soft and hard first. Then rough and smooth.

3. Have child cover his eyes with hand, feel of an object -- guess name of object and texture. Take turns with children, home visitor and mother doing this. Be sure to have mother say "that's right" or "try again" to child. Explain that this is necessary as he won't be able to tell whether he has given the correct response as his eyes are closed.

4. Suggest that target child and mother collect more things during the week and sort them together to show to home visitor next week. The outdoors could be included for collecting.

Crayons and Paper and Conversation with Mother

1. Tell child home visitor would like to talk to mother for a few minutes. Ask target child (or children) to make a picture while they are talking to put in the mother's notebook. Model getting children started on the project, passing out paper, dividing up crayons, etc. Mention to mother "When I do this with my children I always tear off just one sheet at a time from the pad, don't you? Then they don't write a little on each sheet and use the whole pad at once."

2. Collect rotating library books, and discuss possibilities of using the public library from now on.

3. When discussion is completed, or when it becomes necessary, look at and praise the child's scribbling and put the page in the mother's notebook. Suggest that target child make some others during the week and encourage mother to tape them on the wall for everyone to enjoy . . . if she will. In this scribbling exercise the home visitor is trying to model giving the child something, hopefully pleasurable, to do when mother needs to be busy; and to praise and lend encouragement to the child's effort. Home visitor will also model answering child's questions and encourage child to continue activity while mother is busy . . . rather than cutting off communication with child. Home visitor will be careful not to usurp the mothers in this. If the activity does not work to keep child happy during home visitor and mother's conversation, home visitor may have to terminate conversation quickly, particularly if mother becomes trapped and tries in old ways to keep child from interfering. Such a situation would undermine what the program has been trying to accomplish in getting the mothers to talk and work with their children.

Important Note

When the home visitor arrives for the visit, she will ask how successful the frosting of the squares and circles was during the week. She will ask whether the children seemed more familiar with their colors. She will then suggest that next week home visitor is going to bring a game where it is necessary to know the colors in order to play. She will tell the mothers tactfully that this week it would be a good idea to mention colors a lot. Such as "That's a blue sweater you are wearing." "Look at that green grass." "That is a yellow dandelion." She will indicate that children learn faster by hearing the colors named and pointed out to them rather than asking them "What is this color?" and so on. Once they know the color by having it pointed out to them many times, they have really learned it.

Rationale of the Plan

Scarry's Best Word Book Ever was chosen because it contains a wide variety of pictures and information in a form appealing to children of varied ages and to adults. It is a harder book for the mother to use than those in previous programs because it depends on eliciting conversation from the mother and giving her an opportunity (and responsibility) to give much information to the child by describing and discussing the pictures. At this point in the program we felt that the mother was competent in the earlier tasks of showing and reading books to the children, so we felt that they were ready for a book of this nature.

It is a kind of children's picture encyclopedia. Each page is filled with animals taking the part of people and performing human activities. One page is devoted to farm life, showing typical farm activities; one to kitchen, another to rooms in a house; another to counting (on this page objects are pictured in various categories in groups of one to twenty); there are pages containing pictures of flowers and of various birds, with the names of each object listed beneath the picture.

The sort box activity was an elaboration on the theme of texture and used a plain covered square cardboard box of medium size (actually small shipping cartons in which eyeglasses were shipped to local optical companies, donated by them to our project), with a word -- hard, soft, rough or smooth -- and appropriate material glued on each of the four sides. The child and the mother were to collect objects from around the house, any object small enough to place in the box; then to empty the contents of the box on the table top, and go through them to match object textures to the four labelled textures. The mother was urged to feel the materials and have the child feel them, compare them with the materials on the sides of the box, to identify it for him if he could not, to say for example "this is hard" and thus help him to categorize the object.

A further step was for the child to close his eyes and cover them with one hand and guess if he could what each object was or identify its texture, then the child would be blindfolded and would try again. We had found in pre-test that some children were frightened at being immediately blindfolded, so this was a slower, easier introduction.

And finally we introduced crayons and paper as an expressive art experience meaningful to young children and not familiar to these families. If they had used crayons, it was with a coloring book. That activity may be helpful to reading and writing, developing eye-hand coordination and fine, small hand muscles. We wished to augment that experience.

Simultaneously, the home visitor would be talking with the mother about going to the local library to get books for the child in addition to those of the rotating library (and instead of the rotating library when the program had ended). We planned then to have the home visitor make occasional approving comments to the child during this conversation with the mother, to discuss the drawing with the mother and child after it was completed, and to put it into the assignment notebook along with the samples of program activities that had been carried on during the previous weeks.

Home Visitor's Experience

The strategy of introducing a new activity first and then reviewing a previous activity worked well. No children objected to review once they had seen what the new items were. Scarry's Best Word Book Ever successfully elicited interest and promised to become a conversation book.

One mother showed the home visitor photographs which she had taken while her children were icing crackers and wafers left in the home by the home visitor in Visit XIII. (This was very like the home visitor's taking pictures of the children playing store in Visit IX.) This same mother also mentioned that the children had selected cookies, after frosting them, for their father's lunch box and that he had taken them to work.

The guessing game related to Scarry's book was only partially successful: children enjoyed it, could correctly identify the imitations of the mother or the home visitor, but found their own turn to perform confusing. They tended either to repeat the imitation just done or -- if they had another idea -- to announce what they were going to do and then do it, rather than keeping it secret and letting people guess.

Two of the ten children remaining in the study had collected objects outdoors during the week and the mother had prepared them to tell the home visitor the texture in each object.

The indoor activity went well, the child quite comfortable at covering his eyes and guessing. Children showed their crayon drawings, their mothers praised them and, following the lead of the home visitor, put the drawings in the notebook. The home visitor asked the child to draw a picture for her, as evidence that she also valued the child's production.

There was discussion on this visit about the nearest public library and about overcoming problems of getting there. For only one family was the library within walking distance (one mile), and the mother expressed no inclination to walk there. For other families, the mothers neither drove nor saw anyone else willing to drive them there.

These mothers left the house infrequently: there was some visiting among relatives, some grocery shopping, little else.

Our hope is that a few will venture to a library, and that most of the children will be permitted to bring books home from the school library. (Under-privileged families are frequently not allowed to take books from the school, because books get torn or lost). We have seen that, during our program, families have valued books and learning materials and have learned (with one possible exception) that things had to be given some orderly care to be available for use and enjoyment by the child.

PROGRAM VISIT XV

Activities

Review sort boxes
Review Scarry's Best Word Book Ever
Review the game "Guess What I'm Doing" (based on Best Word Book Ever)
Introduce a game "Go Fish"
Collect rotating library books
Mother's assignment notebook
Ask about the child's coloring of pictures

Materials

Fish game - 40 cards
5 sets of 4 squares in 5 colors (yellow, blue, green, brown, pink)
5 sets of 4 circles in 5 colors (red, yellow, orange, blue, purple)
Four 16" wooden card holders made of 1" x 3½" select pine, and slanted-cut lengthwise to hold cards
Extra fish card for mother's notebook

Objectives

To require and reinforce simple labeling of shapes and colors and ritual language in a game (by child's getting cards and sets of four)
To encourage mother to give the child information he needs to play the game

Specific Information Included

Shape: circle, square
Colors: red, yellow, blue, green, orange, brown, purple, pink
Counting: one through four, one through ten

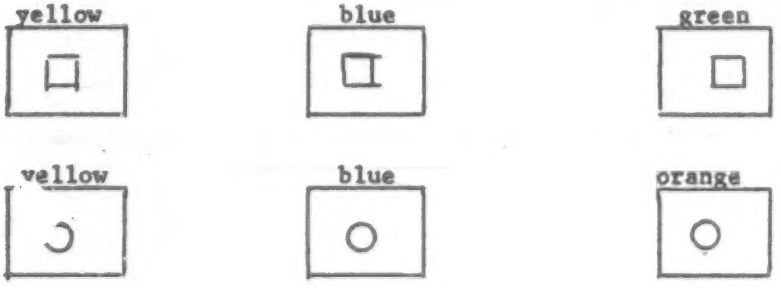
Detail of the Program Visit

FISH

As the Fish Game is going to last 20 to 25 minutes, it is suggested that Fish be first in the visit with the three parts of the review done as there is time.

Fish Game

Introduce the new game called FISH. Arrange the cards by color sets of squares and circles so that it is easy to show the family that there are four cards of each color and that there are two shapes. Put on the table similar to the following:



In order to be sure of the child's level of ability and to make sure that he understands the shapes and colors, the home visitor goes through the following steps, with the cards on the table in the pictured order.

1. Identify the shapes -- circle and square -- at least to the point where he can recognize that they are two different shapes. It is likely that, having done the colorforms and the frosting, this will not be a problem.

2. Point out the squares across all colors. "This is a green square." "This is a yellow square." "This is a blue square."

3. Point out the circles across all colors in the same manner.

4. Identify the yellow as having two shapes -- circle and square.

5. Identify the blue color as having the same two shapes. Both step 4 and 5 are to differentiate between circles and squares of the same color. This may be fairly simple if they are sure of what a square and what a circle look like as discussed in step 1 above.

6. Identify the green square and orange circle as in the frosting of the circles and squares. (This step is included if child is unsure of colors and to review green and orange after making such a point over the two yellows and the two blues in different shapes.)

7. Play the game with these six sets (24 cards).

Playing the game

1. When home visitor feels everyone is ready, she mixes up the cards and indicates while she is doing it that she is mixing up the sets.

2. Then she deals everyone five cards one at a time to each player. This also helps mix up the cards. To further reinforce this method of dealing, as well as model a way older sibs could take this role, she could say "one for you, one for you, etc. . . . two for you, two for you, etc. . . ." until everyone has five cards.

3. Bring out the card holders and show how to put cards in holder facing player and tell them we must "hide our cards" and keep it a secret from other players what we have.

4. Model asking for card by the color as well as the shape. Example: "Johnny, do you have any red circles?" "Do you have any more red circles?" If child doesn't have any, tell him he can say "GO FISH" and home visitor takes a card from the unused stack.

5. Help players as necessary.

6. When home visitor or mother or a child has four cards of the same color, and shape - that is a set. They can put it face up in front of their card holder. Enjoy counting the four cards and the accomplishment of getting a set.

7. If a person gets out of cards either by making a set or having all of his cards asked for, he immediately can draw another card from the Fish pile.

8. Children may have difficulty remembering that they may have another turn when they receive what they have asked for. They may also forget to GO FISH. Point out to mother that she may need to remind child of these things.

9. There are no winners per se. Enjoy counting up the completed sets in front of each player when all the cards are in sets. Home visitor can model counting up the number of sets in front of each person which is a subtle counting exercise that may go beyond the number five when the families are using the completed decks of 40 cards.

Play the game a second time

If child is very familiar with both the colors and shapes used in playing the game the first time (either before or after playing the game) add the red circles and the pink squares for playing the game the second time. Go through identifying the red with the colorforms or cookies and the pink with pigs on the flannel board before playing.

If child is not ready to add the red and pink cards, leave these cards behind with the mother to add to the game when she thinks the child is ready. Indicate the method of helping the child to learn colors by telling him during the game (not having him guess) and to add the new cards when he knows the other colors. The brown squares and purple circles are the final two sets in the 40 card game. The mother can add them during the week.

Scarry's Best Word Book ever

Review book by asking target child and mother to show home visitor one of target child's favorite pages in the same way they did it during the week. Mention that they don't have to do the same pages home visitor showed them during last home visit. Notice what page is chosen and the style of the mother in using it.

Guess What I'm Doing game

Home visitor will ask mother and target child and sibs to play game as they played it during the week. Participate by "that's a good one" type of praise. As we do not wish to discourage mother or target child's efforts, home visitor will not model any imitations when they are all through but could join in the game as a real participant if there was a greal deal of difficulty on the mother's part to guide the game. This is not likely to happen.

Sort Boxes	Child could show home visitor what new things, if any, he and mother collected over the week and could sort them and label them for home visitor.
Conversation, Notebook	Look at the notebook and, if not done earlier, inquire about child's coloring. Collect rotating library books and pursue library conversation if mother and home visitor desire to think further about how mother might work out going to the public library. Ask which books mother and child(ren) liked.

Rationale of the Plan

The Fish Game was intended to tie together the learning of shape, color, and number, presented in previous visits. We wished the cards to be of sturdy material, so we made them ourselves of poster board, and pasted on them construction paper figures of a circle or a square (yellow, blue, green, brown and pink for squares, yellow, blue, red, orange and purple for circles, for a total of eight colors). And, since we thought these would be difficult for a small child to hold in his hands, we made wooden card holders consisting of a straight piece of pine 1" x 3" and 16" long with a simple slanted cut through the center of one side to hold the card. So the child could easily manage his cards, conceal them from the other players, and turn the entire holder toward his mother if he needed help.

This game required the use of ritual language imbedded in the game itself, and required simple labeling of shapes and colors (multi-dimensional labeling) since the child must give the name of the color and the shape each time for other players to know and furnish what he wanted.

In this game the mother was asked to help the child understand a set of fairly complicated rules, all of which must be followed for the game to proceed successfully. A further complication faced the mother if she were to include the younger children, and by now children who were there were accustomed to being included in these activities.

The mother was instructed to start with yellow, blue and green circles and the yellow, blue and orange squares, adding other cards during the week as she felt the children were ready for more colors and shapes. She was told that a rule of the game was that if the child did not know a color, she was to tell him. The emphasis was on the fun of matching and accumulating sets of four rather than on anybody being a winner. We discouraged the idea of competition in these games and encouraged instead the mother's attending to the child's success in the game, commenting each time the child was successful or gained another set of cards, showing that she was happy about it and expressing her pleasure verbally, and not drawing attention to comparison of how many sets of cards she had.

The review activities -- one of the child's favorite pages from the Best Word Book Ever and the "Guess What I'm Doing" game -- were to provide the home visitor observation of the activities.

Since this was to be the end of the Rotating Library, we were interested in mother's opinions, comments or suggestions about books the child particularly enjoyed.

Home Visitor's Experience

The mothers spoke of all their children's enjoyment of Scarry's Best Word Book Ever. However, when asked to show the home visitor a favorite page, they tended to tell the home visitor what the child had said when looking at the page during the week rather than to demonstrate this.

The guessing game based on the book was not as popular as we anticipated it would be. Several had not repeated it. Those who had, had mastered the idea of imitating the action of one of the picture characters, and of letting the other participants guess. With those families, it was a favorite, but for at least six it did not entice. It is possible that the warm spring weather (it was early June) and the long days were interfering with program. (We had found in pilot project that as soon as the weather was warm and there was adequate light, children were "turned out" to play until bedtime.) The game could have been played outdoors, of course, but if it was, the mother would not know it for she stayed in the house.

Children had, however, enthusiastically used the paper and crayons left with the mother. In one family, the mother had prudently torn each sheet of paper in half to make it last longer (this a mother who was usually careless with game materials, letting the children have full, unsupervised charge of them so that parts were often missing).

Introduction to the Fish game went smoothly. Children had no difficulty with the rules, mothers provided information about shape, color and number as needed by the child.

As we had anticipated would occur in our library discussion, most mothers knew of the existence and location of a local library. None of them, however, was sure of the hours it was open or how they could get there.

PROGRAM VISIT XVI

Activities

Review of the Fish Game
Game: The Bunny Who Lost His Tail
Conversation with the mother

Materials

Bunny Board
Objects to place on the board:
white drawer knob
round, small piece of yellow sponge
red button
small circle of sandpaper
white cotton ball with adhesive tape attached (the bunny's tail)

Objectives

To give the mother practice in improvising a narrative in a situation where there are many cues to provide a story line
To encourage the mother and child to play parts of animal characters in story - a primitive, imaginative activity
To provide a dialogue form of story, which leads the mother to encourage the child's participating in a joint recounting
To recognize the mother's success in promoting the child's learning
To encourage continued interactions between mother and child

Specific Information Included

Identification of objects in terms of several descriptive dimensions simultaneously
Further practice with labels of shape, color, and texture

Detail of the Program Visit

Bunny Board

Introduce the Bunny Board and talk about the story generally while identifying the elements on the printed board - such as the path, stream, animals, duck, turtle, bees.

Bring out the accessories and identify as to color, textures, and shape.

Put the accessories around the board

Tell target child that home visitor will tell the story this first time and child can listen to home visitor and then hop the bunny down the path doing the things that the story says to do.

As they reach each and the rhyme is said: Home visitor encourages child to feel things with his fingers (as if the bunny were doing it with his paw). Encourage child to stay in character as the bunny.

Home visitor will first recall the tail's characteristics -- "white and round and on the ground" -- and then sadly say "but it's not white, it's yellow" (or whatever is different). This will identify how the object found is like and unlike what the bunny is looking for.

The tail is finally found near the fence, but certainly the bunny needs to find it "on the ground."

The second time, various sibs and mother could take roles as "friends" the bunny meets. Home visitor remains the narrator as needed to direct story and help characters with their roles. Elaboration of the story in all kinds of ways could be introduced. Extra conversation with a turtle like "Do you really like to sleep on a rock?" Or "Why are you bees always near flowers?" Or chat by the bunny about how tired he's getting or wondering where is friend deer and then finding him could all be used to amplify the story to show how flexible a story it is. This will model for mothers and children that they don't have to tell it exactly like the home visitor and can have fun with their own versions.

The one very stable element is the rhyme "My tail is soft and white and round. I think I lost it on the ground." Also the discussion when the bunny comes on something that might be his tail of what it is (round, white and on ground) and how the object is not like the bunny's real tail (hard, etc. . . .) needs to be very consistent and rather ritualized in language.

The third time, the mother can be the narrator and the sibs and target child take all other parts except the home visitor will play one of the animals and model expanding the role in conversation with bunny as well as voice changes.

Conversation "I may not be seeing you again because the program is over now, (to mother). I've enjoyed working with you. I've enjoyed watching you work with C, and I think he's enjoyed working with you. I think you've taught a lot of things to all your children. We thought that the last thing we'd give you would be something you would be using in carrying on the program yourself with C and your other children. Here is the card listing the hours in which your library is open. I have the hours of the _____ library written down here and when C is in school next year I know that you'll want to be working with sibs."

Rationale of the Plan

We hoped to give the mother practice in making up a story in a situation where she had many cues to provide a story line. We also wanted to encourage the mother and child to take the parts of the animal characters depicted on

the board. The dialogue form of the story was conducive to both the mother and child participating in telling the story. So within this simple framework there were possibilities for elaboration and innovation. The home visitor would demonstrate some of this by changing her voice when taking the part of the various characters on the bunny board such as the turtle.

The board around which the bunny story was told was a very attractive, colorful board, designed to attract the mother's and child's interest and participation. The objects placed around the board were selected because of their texture and color, for review and reinforcement.

The conversation with the mother was to be a very brief statement by the home visitor that the program was ending, that the home visitor had enjoyed watching the mother teach the child and felt the child had learned a great deal through the mother's teaching in the program; remarking that when the child was in kindergarten the following year there would still be other children at home with whom the mother would probably want to carry out activities similar to the program; and suggesting the library as the place where the mother could go for additional materials for the child who would be in kindergarten and for the younger children. So we gave her a card listing on it the location and the hours of her local library.

Home Visitor's Experience

The first game became very lively, full of conversation particularly in families where older siblings were home from school. (This was June and nearing the end of the school year.) The older children provided an enthusiastic, admiring audience to the mother and target child. Their presence helped us in another way, also. When the card for the mother's notebook listing the library hours was presented at the end of the program, older siblings began to clamor for the mother to take them to the library. In one family, for example:

HV: "Here are the hours of the library in _____."
M : "Oh! (with pleasure) We've been waiting to know about that! B_____'s been after me."
Older Sib: "Now we can go this summer!"
Another Sib: "Is it open today?"
HV: "Today's _____, it's open tomorrow."
M : "(reads from card) 7:00 - 9:00."
HV: "And Monday."
M : "We can go in Monday. It's open from 3:00 - 6:00. We'll go at _____ (names the time of day)."
Sib: "Will we really go?"
M : "Yes, we'll go to the library!"

And in another family:

HV: "It's open Monday, Tuesday, and Sunday night. I know you said you couldn't get out during the day. J_____ likes to read books, doesn't he?"
M : "Oh, yes!"

Older Sib:"I've been reading the _____ books to him."
HV: "Oh, have you? Well, you'd probably like to pick out some books at the library too, wouldn't you?"
Older Sib:"I would!"
Another Older Sib: "I want to!"
HV: "Well, you remind Mommy."

In one family in which the mother and children had visited the library, the home visitor had felt the card listing hours would be superfluous. However, the mother responded this way:

M : "Oh, that's nice! Cause I've gone down there when it hasn't been open and stood there waiting for it to open."

The children were sure enough of the textures and colors so they could play the bunny game with no problem and could produce correct responses when asked about the color or texture of an object. The game provided a very pleasant means of ending the program: the story was entertaining to mother and children, the game materials were attractive, and the children and mother could use them confidently.

The mother's response to the home visitor's statement that she had enjoyed watching the mother teach the child was one of agreement that the child had enjoyed the activities. No mother objected at being referred to as the teacher. Each mother made some comment to the child such as "We'll miss Barbara, won't we?" at which point the home visitor mentioned that the mother would want to carry on the program in the home visitor's absence both now and after the target child entered school, and suggested the community and school libraries as source of materials.

Chapter 5

EVALUATION OF THE HOME TEACHING PROGRAM

During the period January 1969 - June 1969, twelve of the rural poor families participated in the sixteen-week home visiting program described in the preceding section. This program was designed to increase the informational resources which the mother possessed and to model to the mother techniques for transmitting this information to her child. At the conclusion of this program, the interview, observational and intelligence test data described earlier were again collected from the twenty-four experimental and control rural poor families.

Two measures of the child's intellectual performance were administered before and after the sixteen-week home teaching program -- the Peabody Picture Vocabulary Test and the Wechsler Pre-School and Primary Scale of Intelligence. Table 1 shows the average scores on the Peabody Picture Vocabulary Test for the experimental and control group during the pre- and post-testing period. The post-test scores of those children who participated with their mothers in the home teaching program are significantly improved. Their scores on the pre-test ($t=2.77$, $p < .05$). However, the post-test scores of those children who did not participate with their mothers in the home teaching program are also significantly improved. For the latter group, the average score on the post-test is 15.25 points higher than on the pre-test ($t = 3.44$, p .05). Thus, there is no significant difference in the degree of improvement in performance on the Peabody Picture Vocabulary Test of the experimental and control groups ($F = 0.43$, n.s.). Therefore, one must conclude that the improvement in scores on the Peabody Picture Vocabulary Test, shown by the children in both the experimental and control group, is not due to the home teaching program.

These numerical results are substantiated by the impressions of the tester. She reports:

> "The experimental-control differences in behavior of the children during the PPVT test process were not as obvious to this tester as differences in experimental-control mothers.

Probably the biggest area of change was the child's general eagerness and readiness to test in the post-situation. The pre-test was generally preceded by a considerable amount of time necessarily spent in attempts to overcome the child's extreme shyness and coax him into participation. This time, too, it was not necessary, as it had been, to teach the pointing skill. Getting C to sit down and look at the book with the interviewer was one step in the pre-test. Giving instructions and having him follow them was something else. And the mechanics of pointing seemed to involve a level of self-assurance and acceptance of the interviewer that sitting down together did not automatically satisfy.

The child's post-test participation started at a higher level. Before the excitement of the "book" and its pictures, the extreme novelty of a stranger seen for the first time, of being the full center of attention, overcoming shyness, mastery of pointing and following directions were, in varying degrees, distractive of concentration or full attention to the stimulus word. This time these aspects were far less significant and didn't compete with the impact of the stimulus word and possibly serve to pull down the level of measured performance.

It's hard to know whether the child's confidence is a more generalized behavior change or that he now knows the interviewer. Even if, at worst, it's entirely the latter (and I don't think that it is), there has still been an important step -- overcoming shyness with a removed, non-family person who is not terribly unlike the one he may find in a formalized school situation.

It was of particular interest to me that post-PPVT behavior of experimental mothers particularly, but controls as well, was less pushy and less anxious about the child's performance. Specifically, a big change from before was that this time no mother preceded the test situation by saying how shy _____ was or that she thought he wouldn't do it. In many cases, it was clear the mother was more confident in her child. For example, the mothers who watched the post-PPVT test almost unanimously noted that the child was doing better this time. Most of them made this judgment very early, before the words were even age-level. Thus it seemed at least some of them were including changes in the child's test-set behavior in reaching their assessment.

One of the differentiating characteristics I felt quite keenly to exist between experimental and control mothers was the degree to which the experimental mother felt

Table 1: Analysis of Covariance of Post-test Scores on Peabody Picture Vocabulary Test of Intelligence.

	Average Score on Peabody Picture Vocabulary Test		
	Pre	Post	F-ratio for Differences in Gains
Control Group	79.00	94.25	F = 0.43 n.s.
Experimental Group	82.25	98.38	

Table 2: Analysis of Covariance of Post-test Scores on Wechsler Pre-School and Primary Scale of Intelligence.

	Average Score on Wechsler Pre-School and Primary Scale of Intelligence					
	Verbal Scales			Performance Scales		
	Pre	Post	F-ratio for Difference in Gains	Pre	Post	F-ratio for Difference in Gains
Control Group	86.25	87.38	F = 3.51 P .05	87.50	93.25	F = 0.30 n.s.
Experimental Group	88.88	96.25		95.37	98.00	

herself to be and was a participant in the process. Many experimental mothers helped reintroduce the "picture game" to the child, sat immediately next to him, actively watched and verbally participated in the process, spontaneously correcting missed words, answering the child's questions. They appeared to have more of an expected level of performance -- to feel the child should or shouldn't know that one. Most of all, they tended to give their full attention to the child in this process. The control mothers were still more inclined to watch without comment or to leave the room. No experimental mother left the room. All sat close to the child and arranged themselves so as to be able to see the book clearly. Even those who were less verbal, or non-verbal, were generally smiling at the child a lot, nodding, supportive and warm. Six of the control mothers left the room at least some time during the testing and four were out all or most of the time. The controls were less verbal than many of the experimental mothers -- less directly and keenly involved."

In designing this study, we decided to use the Wechsler Pre-School and Primary Scale of Intelligence rather than the Stanford-Binet because it yields separate scores for verbal and non-verbal performance. Since we believed that the intellectual functioning of these rural poor children was environmentally depressed primarily in the verbal area, we were primarily interested in scores on the verbal rather than the performance scale of the WPPSI. Table 2 (WPPSI) shows the average score on the verbal and performance scales of the Weschsler Pre-School and Primary Scale of Intelligence for the experimental and control group during the pre- and post-testing period. One the verbal scale the post-test scores of those children who participated with their mothers in the home teaching program are significantly improved. Their scores on the post-test are, on the average 7.37 points higher than their scores on the pre-test ($t = 2.15$, $p < .05$). Moreover, the post-test scores on the verbal scale of those children who did not participate with their mothers in the home teaching program are <u>not</u> significantly improved. For the latter group, the average score on the post-test is only 1.13 points higher than on the pre-test ($t = 0.39$, n.s.). Thus, there is a significant difference in the degree of improvement in performance on the verbal scale of the Wechsler Pre-School and Primary Scale of Intelligence of the experimental and control groups ($F = 3.51$, $p < .05$). Therefore, one can conclude that the greater improvement in scores on the verbal scale of

the WPPSI of the children in the experimental group in contrast to the children in the control group is associated with their participation in the home teaching program.

The post-test scores of those children who participated with their mothers in the home teaching program are not significantly improved on the performance scale. Their scores on the post-test are on the average, 2.63 points higher than their scores on the pretest ($t = 0.77$, n.s.). The post-test scores on the performance scale of the control group of children are significantly improved. Their scores on the post-test are on the average, 5.75 points higher than their scores on the pre-test ($t = 5.58$, p .05). However, there is no significant difference in the degree of improvement in scores on the performance scale of the WPPSI between the experimental and control groups ($F = 0.30$, n.s.). We may conclude that those children who participated with their mothers in the home teaching program show a significant improvement in their verbal, but not their performance scores on the Wechsler Pre-School and Primary Scale of Intelligence. This improvement in their verbal scores can be attributed to their participation in the home teaching program.

In evaluating the difference in the results on these two measures, it is the opinion of the present investigators that the effects of repeated testing are greater for the PPVT than for the WPPSI and that this testing effect accounts for the difference in the results. Familiarity with the test and teaching toward it would be more effective in altering scores on the PPVT than in altering scores on the WPPSI. We therefore believe it is not unreasonable to regard the results for the WPPSI as a more accurate assessment of the efficacy of the home teaching program than the results of the PPVT.

Although the above data suggest that there is a moderate improvement in the verbal intellectual functioning of the child (comparable in magnitude to that obtained in any other pre-school intervention program) as a result of participation in the home teaching program, the effectiveness of the home teaching program will be primarily evaluated in terms of the magnitude of change in the mother's style of interacting with her child. Before presenting the results of the systematic assessment of the mothers' behavior in the Storybook structured situation, we would like to report the home visitor's evaluation of the changes she observed in the mother's behavior.

The home visitor ranked the ten experimental families in terms of her perceptions of the degree of change in the mother's behavior over the course of the sixteen home visits. This ranking does not order the families solely in terms of the skills of the mother at the completion of the program. Instead, it is intended to assess the degree of improvement in the mother's teaching style over the course of the program. The basis for saying that a family improved was the increase in the mother's interest in interacting with her child in an informative manner with regard to the program materials. Thus, three components enter into the ranking (with approximately equal weight) 1) The mother's interest in teaching her children, 2) The mother's skill in interacting with her children, and 3) The mother's use of the program materials. In the home visitor's opinion, nine of the ten families showed noticeable improvement. The basis for this judgment is communicated in the home visitor's brief descriptions of some of the families:

1. Mrs. E

This family was not necessarily the best in performance at the end of the program, but they showed the most change. The change took place very gradually and was most apparent in the way the mother and child very slowly step-by-step took part in the program visits. At the early visits and during the pre-test videotape session, the mother was extremely nervous and shy. She hardly spoke at all. In the early visits, the same was true. The mother sat with the two-year-old beside her or on her lap, silently watching me perform. When she spoke or read, her voice was barely audible. By the time of the Supermarket trip she was much freer in her conversations with the child and with me. I would never have been able to foresee in the early home visits when the mother sat timidly on the sidelines while I sang to the child or read to him, the time she would play store with him and pretend to be a shopper and carry on imaginary conversations with him.

About halfway through the program, Mrs. E remarked that she could see the child was learning things through playing the games. After the trip to the supermarket, she said that she had not taken her child to the supermarket previously because he was 'bad' there. She remarked that through our trip there she had realized that if she showed him things and let him take part in getting things for her, he would get a lot out of it.

At the post-test, the mother was still very uneasy at performing before an audience, but her increased awareness of her role in teaching her child was apparent just as it had been in the home visits.

2. Mrs. W

This mother was the closest right from the beginning to seeing herself as an educator of her children. It required only very limited modeling on my part of program activities before she began working with her child just as we had hoped the mothers would. She was one of the most verbal mothers but I can remember that during the pre-test videotapes she sat during the pig modeling and worked on her own pig while the child worked silently on his. With the support of the program, she quickly began to use her verbal skills to advantage with the child. By the time of the post-test videotapes, as in the home visits, she was an active participant in each activity, encouraging the child and sharing his enjoyment of each task.

4. Mrs. C

Mrs. C and Mrs. L (rated 5) attained about the same level of change. I had felt that she didn't change at all for a while or very slightly. Mrs. C's motivation to become involved in the program was somewhat different from that of the other mothers. She taught a small pre-school Sunday School class in a small country church and was immediately interested in our program materials for use in her church class.

When I arrived at the pre-scheduled time each week, Mrs. C was often still in bed. However, she would get up and become an interested participant in the program of the day. She carried out the activities with the child during the week and adapted some of the games and materials for use in the Sunday School class (of which the target child was a member).

In fact, at the end of the program when she was interviewed, Mrs. C reported not only that the child had learned from the program, but also that one of her older girls had taken an interest in reading through exposure to books in our program and had improved in her school work because of this. The older child's teacher confirmed this report.

5. Mrs. L

Mrs. L was about in the middle. She was shy and non-verbal to begin with, but while she was too reserved to take part in the more demanding activities such as singing in the presence of the home visitor, she quickly took an interest in the program and began to use the program materials with her child. She didn't show as much change in her behavior as some of the other mothers, but she did participate in all the program activities and showed an interest and enjoyment in working with the child. Halfway through the program she began to go beyond the requirements of the program by doing things such as saving many boxes and cans for the play store and trying to add to the child's enjoyment by stuffing the empty sugar bag with papers to give it an appearance of being full. When she read Are You My Mother to the child, she acted out the part of the mother bird instead of just reading the story.

7. Mrs. M

Mrs. M had the most problems to overcome before she could start working with her child. She had three small children who were completely out of control. At the first home visit, the whole group of children was yelling, crying, and arguing. I remained standing while trying to read the book as the children kept trying to pull it out of my hands. The mother used the program activities to gain some control over the children. She imitated the home visitor's approach of getting the children interested in a game and encouraging them to participate verbally according to the requirements of the game. The mother was gaining each week in confidence as she assumed this new role of educator of her children. Unfortunately, halfway through the program, the mother and father separated temporarily and the mother and four children moved into a three-room city apartment with the grandmother. The mother left the husband after a violent argument taking nothing but the children. However, she later returned to her home briefly to gather up a few of the children's clothes and the program materials.

Another move took place also due to the hospitalization of two of the children. The mother remained on a plateau toward the end of the program rather than continuing to advance. She missed only one program visit during this time and had told the home visitor in advance that she would not be at home, due to being at the hospital while one of the children underwent surgery.

When a case worker from the Department of Social Services called at the house, Mrs. M told her about the programs and even demonstrated one of the programs for her by acting out Goldilocks and the Three Bears with the child, using the puppets provided in the program.

10. Mrs. S

This mother never really got involved with the child. She seemed to have the least interest in her children of any mother in the program. At the program visits, she was concerned with her own personal interests. During this time, her economic lot in life improved and she moved from a trailer to a house and bought several new appliances which she took great delight in showing to visitors. She always had excuses for not being able to do assignments with the child, such as having to pack things in her trailer two or three months before moving. She sent her children away to a relative's home for several weeks at the time of the move.

She always watched through part of the program visit for the mail and when it came, would sit reading sale brochures rather than showing any interest or involvement with the child.

The area of reading seemed to appeal to her the most and she showed real change in it and an interest in reading to the child.

She was very friendly to the home visitor and seemed to want the visits to continue even though she wasn't an active participant."

APPENDICES

Appendix A

Cornell Interview for Mothers of Preschool Children
October 1968

E8988

Date_____

Interviewer_____

Code Number_____

Mother's name_____

Child's name_____

Address_____

Telephone Number_____

Nursery School_____

CORNELL INTERVIEW FOR MOTHERS OF PRE-SCHOOL CHILDREN

Hi! It's me again. How are you? I've got some more questions to ask you. These are about how_____plays. I'm going to ask you questions like, "Does_____like to play with toy cars or trucks? What kinds of things does he do with them?" Such as, does he race one car against another, haul dirt -- things like that. What we're trying to do is find out more about what children_____'s age already do and know at home so that we'll have a better idea about what they need to be taught in school.

Cornell Program in Early Childhood Education
Home Visitor Project
October, 1968

As I said, we're going to talk about cars and trucks. We're also going to talk about stuffed animals, dolls, running, jumping, singing, drawing, coloring; each of these topics. While I'm going to ask you some specific questions about each one of these areas, what I would like you to do is to use these questions as a take-off to tell me as much as you can about what _____ does with each of these when he's playing. What he does, how he plays.

1. Does_____play with toy cars or trucks?
(Record response verbatim)

_____

_____

_____

_____

A. Where and when does he/she play with his/her cars or trucks? (check that mother's response describes where and when child plays both inside and outside of the house).

_____

_____

_____

B. What kinds of things does he/she do with the toy cars and trucks?

(If mother's response is vague, probe for elaboration of what mother does say. For example, If mother answers "He plays he is a farmer." Ask: "What does he do when he is a farmer?"

If mother seems unable to answer the question or asks, "What do you mean?" Ask: "Oh, does he/she race one against the other, or pretend he/she's going on a trip, things like that?")

_____

_____

_____

_____

_____

_____

What else?_____

_____

_____

C. Do you ever join in when he/she's playing with his/her cars?____yes ____no

What do you do?_____

_____

_____

D. How many cars and trucks does_____have? Does he/she have any of his/her own. (Check to see if child has his/her own cars and trucks or shares them with other children in the family.

_____

_____

E. How often does he/she play with toy cars or trucks? (check one)

_____1 not at all
_____2 a little or once in awhile
_____3 every week
_____4 every day or two, several times a week
_____5 every day or almost everyday
_____9 inapplicable

F. Do you have any rules about where_____can play with his toys or about putting them away?

_____

_____

_____

G. When you're out in a car together, does_____ever notice and point out things like trucks or traffic lights or signs? (Probe for elaboration of mother's response)

_____

_____

_____

_____

_____

2. Does_____run and jump?

(Record response verbatim)_____

_____

_____

A. What kinds of things does he/she do when he/she runs and jumps? (If mother's response is vague, probe for elaboration of information given. For example, if mother answers. "He races." Ask, "What does he do when he races?") Probe for elaboration of each response.

B. Where does he/she run or jump?

C. How often?

_____1 not at all
_____2 a little or once in awhile
_____3 every week
_____4 every day or two, several times a week
_____5 every day or almost every day
_____9 inapplicable

3. Does_____like to sing songs?

(Record response verbatim)

A. What songs does he/she know?
(Record names of at least three, if possible)

B. Does he/she learn all the words to these songs or parts of them?

C. Where did he/she learn these songs?

D. Do you or does anyone else sing with him/her?

E. When and where does he/she sing?

Does he/she ever sing along with commercials on T.V. or when riding in the car, etc.?

F. How often would you say he/she sings?

4. Does _____ play by himself/herself or with others? (If mother says, "Both," Ask "Would he/she rather play by himself/herself or with others?" "Which does he/she do more often?")

_____

_____

_____

5. Would you say _____ is a quiet child or an active child? _____

_____

_____

6. Does _____ play with stuffed animals or dolls?

(Record response verbatim) _____

_____

_____

A. What kinds of things does he/she do with them? (If mother's response is vague, probe for elaboration of information given.)

_____

_____

_____

_____

What else? _____

_____

B. When and where does _____ play with his/her stuffed animals or dolls?

_____

_____

Anyplace else? _____

C. How often would you say he/she plays with his/her dolls or animals?

_____1 not at all
_____2 a little or once in awhile
_____3 every week
_____4 every day or two, several times a week
_____5 every day or almost every day
_____9 inapplicable

D. Do you ever join in when she's playing with her dolls? _____yes_____no.

What do you do?_____

_____

_____

Anything else?_____

_____

B. How many dolls or stuffed animals does _____ have?

_____

Does_____have any of his/her own. How many dolls or stuffed animals.

7. Does _____draw pictures or paint or color?

(Record response verbatim)_____

_____

_____

A. What kinds of things does he/she do?

_____

_____

_____

_____

(Probe to get response for each -- draw, color, paint.)

B. When and where does he/she do this?

_____

_____

_____

_____

C. About how often would you say he paints or draws or colors?

_____1 not at all
_____2 a little or once in awhile
_____3 every week
_____4 every day or two, several times a week
_____5 every day or almost every day
_____9 inapplicable

D. Does he have coloring books? How many?

_____

_____

Who got them for him/her?

_____

Does he/she use crayons, etc. _____

Does he/she use colored paper? _____

Does he/she use white paper, etc.?_____

Does he/she use paints?_____

Grease pencils? Ball point pens?_____

E. Do you ever join in when he/she is coloring or drawing? What do you do?

_____

_____

_____

_____

F. Does _____bring his/her pictures to show you?_____

_____

What do you do with them?_____

_____

_____

_____

8. Does _____know any colors yet? Which ones?

_____

_____

How did he/she learn them?_____

_____

9. How about counting? Can he/she count at all?_____

_____

Do you know how high he/she can count?

_____

How did he/she learn to count?

_____

_____

10. Is your T.V. on most of the time or only at certain times?

_____

11. What programs does_____watch? (Probe by systematically questioning about each period of the day, e.g. What programs does he watch in the morning? If mother cannot give specific programs or gives a vague response -- "Whatever is on" or "What daddy happens to be watching," check when the child watches T.V. and ask about programs which are on at those times.)

	Weekday	Weekend
Morning		
Afternoon		
Evening		

When does_____go to bed?_____

12. What are_____'s three favorite T.V. programs?
(code three in order of perference)

1._____

2._____

3._____

13. What programs do you watch or when do you watch T.V.?
(code number of hours _____hrs. _____min.)
Probe same as child.

	Weekdays	Weekends
Mornings		
Afternoons		
Evening		

Who decides what will be watched?

14. Look at lists of shows watched, verify when mother and child watch T.V. together.

_____

15. How do you happen to watch_____together?

1. Show_____Reason_____
2. Show_____Reason_____
3. Show_____Reason_____

16. What are your three favorite programs?
(code three in order of preference_

1._____
2._____
3._____

17. Are there any programs you encourage or discourage_____ to watch? Any others? (List three most encouraged or discouraged)

Programs encouraged	Reason
1._____	1._____
2._____	2._____
3._____	3._____

Programs discouraged	Reason
1._____	1._____
2._____	2._____
3._____	3._____

18. Does your family eat together?

(Circle one)
0 never
1 sometimes
2 often or always
9 no answer

How many meals a day?

Which meal?

How often?

19. Is this usually a quiet time, a time for talking, or is it pretty hectic?

(circle one)
1 mostly quiet
2 mostly talking
3 mostly hectic
4 try for quiet, but ends up hectic
5 try for talk, but ends up hectic
8 other
9 no answer

20. Does _____take a nap? _____yes _____no

When?

21. What time do your older children leave for school in the morning?

What time do they return home?

(circle one)

22. How often would you say that_____ looks at any of these?	Never	Once in awhile	Once a week	Every 2 or 3 Days	Everyday	No answer
a. magazines	0	1	2	3	4	9
b. catalogs	0	1	2	3	4	9
c. books	0	1	2	3	4	9
d. comics	0	1	2	3	4	9

23. About how many books does____have?

(code exact number; use 99 for 100 or more books)

____ ____

Does he/she have any of his/her own?

24. How did he/she get his/her books?

(circle one for each book named)

(If 4 or more answers probe for 3 most frequent)

(Probe, only if one or two answers.) Does he/she get them any other way?

1	1	1	from outside agent such as teacher or social agent
2	2	2	hand-me-downs from others in the family
3	3	3	gifts from other people
4	4	4	bought by mother
5	5	5	child chose them
6	6	6	library or bookmobile
7	7	7	children's book club
8	8	8	other
9	9	9	no answer

25. What kinds of things would you look for in a book for____?

1	1	1	pictures he would like
2	2	2	story, characters, or topic he would like
3	3	3	old favorites, classics
4	4	4	things of interest to mother
5	5	5	easy to read, large words, etc.
6	6	6	educational, books he'll learn from
7	7	7	quality or type of book (e.g., good presentation, good moral values, realistic, simple, etc.)
8	8	8	other
9	9	9	no answer

26. What are his/her favorite books? (List titles of three, if possible)

1._____

2._____

3._____

(circle one for each book named)

1	1	1	classic children's stories e.g., fairy tales
2	2	2	animal
3	3	3	adventure
4	4	4	whimsey
5	5	5	educational
6	6	6	other
8	8	8	inapplicable (has no favorites)
9	9	9	no answer

27. Does he/she ever get books from the library?

(circle one)
1 no
2 sometimes
3 often
4 no answer

28. Have you or_____ever been to a library?

(Circle one)
1 no
2 mother only
3 child only
4 both mother and child
9 no answer

Which one?_____

29. Do you have a library card?

(Circle one)
1 no
2 did at one time, not now
3 yes
9 no answer

30. Does_____ever ask you to read to him/her?

(Circle one)
0 no
1 sometimes
2 often
9 no answer

31. Do you ever read to_____? How often?

(Circle one)
0 never
1 less than once a month
2 monthly
3 several times a month
4 weekly or a few times a week
5 almost daily or more often
9 no answer

32. How do you read the story to him/her? If vague - probe "Do you read it exactly the way it's written or do you talk about the pictures?

(Circle one)
1 as written
2 talks about pictures only (doesn't read)
3 reads as written but with some additions, e.g., explaining hard words or discussing pictures
4 improvises or changes story
5 depends on book
6 other
9 no answer

33. Does anyone besides you ever read to _____? Who? Anyone else?

Who	How often

34. At what age do you think a child can enjoy a picture or story book?
(Probe if mother answers "Depends on child.")

_____
_____
_____
_____

(circle one)

1 1 yr.
2 2 yrs.
3 3 yrs.
4 4 yrs.
5 over 4 yrs.
6 other
9 no answer

35. Do you ever have time to read yourself? How often?

_____
_____

(circle one)

0 no
1 yes, sometimes
2 often
9 no answer

36. Do you read:

	What & what purpose	How often
newspapers (what sections)		
catalogs		
magazines		
books		

Title of last book read _____

Now I'd like to ask a whole lot of "how often" questions. I know its difficult to generalize, but please try and give a rough average.

	Never	Rarely-less than once every 2 yrs.	Every other year	Yearly	Two or three times a year	Every two or three months	Monthly	Two or three times a month	Weekly	Two or three times a week	Daily or almost daily	No answer
1. How often do you go shopping for groceries or small items for the house or your family? Do you ever go												
by yourself	0	1	2	3	4	5	6	7	8	9	10	99
with your husband	0	1	2	3	4	5	6	7	8	9	10	99
with your husband and children	0	1	2	3	4	5	6	7	8	9	10	99
with a friend	0	1	2	3	4	5	6	7	8	9	10	99
with your older children	0	1	2	3	4	5	6	7	8	9	10	99
2. How often do you go some distance to shop for clothes or things for the house? Do you ever go												
by yourself	0	1	2	3	4	5	6	7	8	9	10	99
with your children	0	1	2	3	4	5	6	7	8	9	10	99
with your husband	0	1	2	3	4	5	6	7	8	9	10	99
with your husband and children	0	1	2	3	4	5	6	7	8	9	10	99
with a friend	0	1	2	3	4	5	6	7	8	9	10	99
3. Do you ever visit the neighbors during the day? How often do you												
go for coffee or talk	0	1	2	3	4	5	6	7	8	9	10	99
to play cards or Bingo	0	1	2	3	4	5	6	7	8	9	10	99
4. Do you ever visit friends in the evening? Do you ever visit												
by yourself	0	1	2	3	4	5	6	7	8	9	10	99
with children	0	1	2	3	4	5	6	7	8	9	10	99
with husband	0	1	2	3	4	5	6	7	8	9	10	99
with husband and children	0	1	2	3	4	5	6	7	8	9	10	99

	Never	Rarely-less than once every two years	every other yr	Yearly	Two or three times a year	Every two or three months	Monthly	Two or three times a month	Weekly	Two or three times a week	Daily or almost daily	No answer
5. Does your husband ever take care of the children while you go out? How often?	0	1	2	3	4	5	6	7	8	9	10	99
5. Does your husband ever take care of the children while you go out? How often?	0	1	2	3	4	5	6	7	8	9	10	99
6. Do you hire a sitter? How often?	0	1	2	3	4	5	6	7	8	9	10	99
7. Do you ever go bowling? How often?	0	1	2	3	4	5	6	7	8	9	10	99
8. Do you ever go out in the evening to play cards?	0	1	2	3	4	5	6	7	8	9	10	99
9. Do you ever go to demonstration or merchandise parties?	0	1	2	3	4	5	6	7	8	9	10	99
10. Do you ever go without the children?												
to a movie	0	1	2	3	4	5	6	7	8	9	10	99
to dinner in a restaurant	0	1	2	3	4	5	6	7	8	9	10	99
to a party	0	1	2	3	4	5	6	7	8	9	10	99
11. Do you ever have friends in to eat or go out with another couple to eat?	0	1	2	3	4	5	6	7	8	9	10	99
12. Do you and your husband ever have a party?	0	1	2	3	4	5	6	7	8	9	10	99
13. Did you ever have a party for your children?	0	1	2	3	4	5	6	7	8	9	10	99
14. Do you ever drive the children to music, swimming lessons, or boy scouts, etc.	0	1	2	3	4	5	6	7	8	9	10	99

	0 Never	1 Rarely-less than once every 2 yrs.	2 Every other year	3 Yearly	4 Two or three times a year	5 Every two or three months	6 Monthly	7 Two or three times a month	8 Weekly	9 Two or three times a week	10 Daily or almost daily	99 No answer
15. Does any of your family go to Sunday school?	0	1	2	3	4	5	6	7	8	9	10	99
16. Is_____in any pre-school or regular play group? What group?_____ How often?	0	1	2	3	4	5	6	7	8	9	10	99
17. How often do you and your husband and children go												
for rides in the car	0	1	2	3	4	5	6	7	8	9	10	99
to the movies	0	1	2	3	4	5	6	7	8	9	10	99
to the park or on a picnic	0	1	2	3	4	5	6	7	8	9	10	99
to a picnic with other families	0	1	2	3	4	5	6	7	8	9	10	99
to some special event - parade, etc.	0	1	2	3	4	5	6	7	8	9	10	99
on a vacation	0	1	2	3	4	5	6	7	8	9	10	99
18. How often do you visit relatives do you ever go												
on a weekday - how often	0	1	2	3	4	5	6	7	8	9	10	99
in the evenings	0	1	2	3	4	5	6	7	8	9	10	99
Sunday afternoons	0	1	2	3	4	5	6	7	8	9	10	99
For dinner	0	1	2	3	4	5	6	7	8	9	10	99
for a weekend	0	1	2	3	4	5	6	7	8	9	10	99
19. How often do you go to PTA or other parents meetings?	0	1	2	3	4	5	6	7	8	9	10	99
20; How often do you go to the dentist for a checkup?	0	1	2	3	4	5	6	7	8	9	10	99
21. How often do you go the doctor for a checkup?	0	1	2	3	4	5	6	7	8	9	10	99

22. Have you or any members of your family ever used the service of? When?

	When	How often	How did it turn out
social services or welfare			
surplus food			
special children's service			
family and children's service			
mental health clinic			
employment office			
veteran's services			
other			

23. Do you help your older children with their homework? When? How often?

_____

_____

_____

(circle one)

1 no
2 no, children don't need help
3 no, doesn't believe in it
4 sometimes
5 yes, often
8 inapplicable
9 no answer

24. If older children:
Have any of your older children ever repeated any grades in school? Who? What grade?

_____

_____

(circle one)

1 no
2 yes
8 inapplicable
9 no answer

25. Have you ever written a note or talked to the teacher about any of your older children? When?

_____

_____

_____

_____

(circle for two most significant responses)

1	1	no
2	2	yes, routine note about absence, lunch money, etc.
3	3	yes, routine parent-teacher
4	4	yes, to complain
5	5	yes, to request or seek help
6	6	other
8	8	inapplicable
9	9	no answer

Appendix B

Summary of the Cornell Home Teaching Program
Charting the Sixteen Program Visits

SUMMARY OF CONTENT OF THE CORNELL HOME TEACHING PROGRAM, 1968-1969

1/27/69 Program Visit I -- Old MacDonald Had a Farm (Golden Press, 1967)

Program Visit Description			
Review Activities	New Activities	Objectives	Specific Information Included
At the beginning of this first visit, the home visitor showed the mother and child pictures of themselves which had been taken during the trip to the pig barn (part of the pre-test -- post-test experimental routine) and talked with them about this trip.	In order to assure that mothers would be able to read the text of the first book presented, we chose Old MacDonald Had a Farm (Golden Press) in which the text consists of the words to the song "Old MacDonald Had a Farm." The book was introduced as a book about pigs and other animals. The text was not read; instead, the book was used as a picture book. The book has particularly appealing pictures; the home visitor made predetermined descriptive comments about each picture concerning events and actions in the pictures, size, colors and numbers. Then the home visitor remarked that the words in the book were the words of the familiar song, "Old MacDonald Had a Farm". She taught the mother and child the song, enjoying the animal sounds. At the conclusion of this initial visit, the home visitor invited participation in the program, then introduced an assignment book and asked the mother to spend ten minutes a day using the program materials with her child; and set the time of the next visit.	To illustrate elaboration of a shared experience -by recalling in conversation -by relating to a book To illustrate use of book -to discuss pictures beyond functional labelling of objects -to teach concepts incidentally (by referring to numbers, colors, etc.) To provide an activity (singing) that M and C can share together while M may be engaged in household activities.	Names of farm animals Animal sounds Numbers: one, two, three Colors: yellow Size: little, big, bigger, biggest

2/3/69 Program Visit II

Program Visit Description

Review Activities	New Activities	Objectives	Specific Information Included
1. The home visitor listened to the mother and child sing "Old MacDonald Had a Farm" 2. Then she read the book to the child with his mother, this time reading the text and then making comments about the pictures. The comments were again pre-determined and concerned events and actions in the pictures, size, colors and numbers; however, they were different from those made the previous week.	1. When the home visitor reached the page in the book showing turkeys, she brought out a small sack containing three kinds of turkey feathers. She showed the child which part of the turkey's body the different kinds of feathers come from. Then she encouraged the child to feel the feathers and pointed out that some were soft and some were stiff. 2. Lotto. An object lotto game was developed. Each of the boards had objects in a certain category, (toys, animals, food, clothing). The home visitor showed each of the boards to the mother and child labelling the category and the name and color of each object. Each picture on the board has a small card just like it. These small cards are shuffled and laid face down. The dealer picks up a card and says "Who has the _____?" Then the other players say "I do," or "I have it" or "I have the _____." If the child doesn't recognize that he has the picture the dealer shows the card and asks again, "Who has the _____?"	To illustrate use of a book -by a method which combines reading the text and talking about the pictures -by showing how a book can be used over and over again, still bringing the child new information.	Names of farm animals Animal sounds Colors: red, yellow, pink, blue, brown, black, grey, white Comparative Size: long - short big - little Texture: stiff - soft

2/10/69 Program Visit III -- The Little Farm (by Lois Lenski, Henry Z. Walch, Inc., 1942)

Program Visit Description			
Review Activities	New Activities	Objectives	Specific Information Included
1. Lotto: The lotto game was played using the same rules as were used in the preceding week. The mother was asked to be the caller for two lotto boards, the home visitor was the caller for the third board. Then the child was asked to be the caller for the fourth board.	2. Comparison of Apple and Orange. The apple and orange were introduced as fruit, named and then described with appropriate gestures, in terms of color, shape, and texture. After the child had looked at and felt the two fruits, the home visitor introduced a simple guessing game, in which the child was asked to close his eyes to guess which one he had been given to hold. 3. The Little Farm. The emphasis in this book about farms in on action -- what the farmer and each animal does. The home visitor read the book to mother and child. Again, the home visitor read the text and made pre-determined descriptive comments about the pictures. 4. Then the home visitor gave the child an old hat and suggested the mother and child pretend to be farmers. She taught them a modified version of the song, "This is the Way We..." based on the actions of Farmer Small in the book The Little Farm. 5. The home visitor taught the mother and child another song. This song, to the tune of "BINGO", had the words, "1,2,3,4,5; 1,2,3,4,5,; 1,2,3,4,5,; (child's name) is my name." Assignment	To give practice guessing; increase willingness to make a verbal response based on cues as to the answer. To encourage the child to play a very simple imaginary game. To give child practice in counting.	Shape: Round Texture: Smooth, Rough Color: Orange, red Numbers: One, two, three, four, five

Program Visit Description

Review Activities	New Activities	Objectives	Specific Information Included
This was the first time that the mother and child were asked to repeat for the home visitor the activities they had engaged in during the previous week. 1. First the home visitor asked the mother and the child to read the book "The Little Farm" for her. 2. Then the mother and child were asked to show the home visitor how they played "This is the Way We Feed the Chicks." The mother was encouraged to have the child do it with her, without the home visitor joining in.	4-5. After the child sang "1,2,3,4,5 _____ is my name," the home visitor took five raisins out of a box and put them in a line. Then she sang the song, counting a raisin as she said each number. The child was encouraged to count and sing with the home visitor, then with his mother. 3. The Five Game is a very simple card game played with 25 cards -- five green caps, five orange school buses, five red apples, five blue books and five yellow ducks. First the home visitor showed the mother and child one of each of the kind of cards labelling the color and name of the object. She placed these five cards in a row on the table and sorted out the rest of the cards into five vertical columns. Then she counted the cards in each column showing the mother and child that there were five cards of each kind. The home visitor, then handed one card to each player, no two getting the same kind. This determines what kind of card is being collected by each player. The rest of the cards are placed face down on the table. The home visitor picked up the top card and said "Who has the _____?" If the mother or child said "me" or "I do" she gave him the card. Then the next person picked up the next card and called out the name of the object on the card. Each time a person received a new card the home visitor counted the number of cards he had.	To give the child practice in responding to a spoken verbal label of common objects and as dealer, to label them. To give the child practice in stating names and colors of objects on cards. To provide numerous opportunities for incidental counting.	Colors: Green, red, orange, blue, yellow Counting: One through five Names of animals Animal Sounds Imaginary Activity

2/24/69 Program Visit V-- Simon Says

Program Visit Description

Review Activities	New Activities	Objectives	Specific Information Included
1. The home visitor, mother, and child again played the Five Card Game. 2. The child was asked to sing the song, "1,2,3,4,5 _____ is my name" and to count each raisin in a row of five as he said the number.	6. The familiar game of Simon Says was introduced by the home teacher. The verbal command by Simon was always accompanied by the appropriate physical action. (All instructions included "Simon Says") Instructions included simple actions (e.g., jump up and down) and familiar body parts. The home visitor, then the mother, then the child took the part of caller. When the child made a mistake, the home visitor gave him information to correct his mistake. 3. Let's Go to the Supermarket (Billy N. Pope & Ramona W. Emmons, Taylor Publishing Co., 1966) 4. Invitation to take a trip to a supermarket. 5. Assignment	To require child to listen carefully to spoken commands and act. To require child to make up and give simple verbal commands. To model giving immediate correction to child when he makes a mistake.	Colors: Red, yellow, orange, blue, green Comparison Words: Alike, same, different, as many as, how many, all Counting: One, two, three, four, five Body Parts Simple Action Verbs

3/3/69 Program Visit VI -- Trip Through Supermarket

Review Activities	New Activities	Objectives	Specific Information Included
The mother had been told the previous week that the home visitor had planned a trip to the supermarket which would be just for the purpose of showing her child some of the things there which he's seen in the book "Let's Go to the Supermarket". The home visitor indicated to the mother that they might have time to pick up a couple of things but that they wouldn't have time to do a <u>big</u> shopping because it's hard to show things to the child when a mother is doing her weekly shopping.	To enable the home visitor to maintain her schedule of three programs a day, the mothers were driven to the supermarket by another person. There they were met by the home visitor. At the supermarket, the target child was encouraged to push the cart and to put items in the cart for the home visitor and mother. The younger sib was in the mother's cart. The home visitor pointed out to the children where and how the foods are categorized, the names of different foods, colors, and different forms of certain foods (fresh, frozen, canned) and where they came from (from cow's milk to carton in store). The child was invited to pick out a package of napkins and a can of juice to take home for a "party." At the check out stand, the child was encouraged to help put things on the counter.	To demonstrate the value of an ordinary adult activity as a learning experience for the child. To model an information-giving style of interacting with the child. To model techniques for involving child in on-going activity. To provide child with sufficient information about how to shop and how a store operates that he is able to play store during the following week's program.	Categorization of foods by types. Names and colors of various foods. Size: Large, small

3/10/69 Program Visit VII -- Playing Store

Program Visit Description			
Review Activities	New Activity	Objectives	Specific Information Included
1. The mother was asked to read the book Let's Go to the Supermarket (Billy N. Pope & Ramona W. Emmons, Taylor Publishing Co., 1966) to the child. 3. The home visitor, mother and child played Simon Says. The home visitor's instructions focused on touching objects (chair, floor, wall, door, etc.).	2. The home visitor brought materials for a play store: two cardboard boxes covered with contact paper to simulate a grocery store check-out counter, a cash register, orange juice cans, vegetable and fruit cans, an egg carton, a milk carton, plastic fruit and vegetables, six medium sized paper bags, paper money, and a cardboard box to use as a display shelf. The home visitor put the cash register on the cardboard counter and suggested to the child that he would be the cashier who rings up the groceries at the check-out counter. Then she chose a place to be the aisle and asked the mother to help her put the groceries on the shelves, with each kind together as in a supermarket. The home visitor chose some groceries and took them to the check-out counter for the child to ring up. The home visitor helped the child to play cashier by suggesting things for him to do -- e.g., "Do you want to give me a receipt for how much money I owe you?" Then the mother shopped for groceries, then the child. After this, the home visitor helped the child put the store away in the box.	To encourage child to engage in imaginary play, under circumstances in which he is well-prepared for such an undertaking	Names of various food items and classifications of food items.

3/17/69 Program Visit VIII -- Telephone Conversations

Program Visit Description		Objectives	Specific Information Included
Review Activities	New Activities		
1. The home visitor encouraged the mother and child to set up the store and play the way they had played all week. If the mother and child were having difficulty the home visitor joined in as another shopper who meets the mother or child in the store	2. The home visitor brought out two plastic telephones and pretended to call the child. After greeting the child, she asked to speak to the mother. Over the phone, the home visitor suggested that the mother pretend that the home visitor was the cashier and call her to order food for a birthday party. After the mother completed this call, the home visitor suggested the child call the mother (also to order food for a party). Then the home visitor suggested the child pretend to call and invite someone to his party. 3. The home visitor read the book Are You My Mother? (P.D. Eastman, Random House, Inc., 1960) to the mother and child elaborating on the text using pre-determined statements. 4. The home visitor helped the mother plan activities for the three week period when she would not be visiting the families. 5. The home visitor had a final phone conversation with the child, telling him that she would not be back for three weeks and that she would look forward to seeing him after spring vacation.	To expand the mother and child's attempts to play store and to take new imaginary roles. To encourage conversation between mother and child by suggesting imaginary conversations which the mother and child will find easy and enjoyable.	Procedures of telephoning

9/14/69 Program Visit IX -- The Three Bears (Western Publishing Co., Inc., 1960)

Program Visit Description			
Review Activities	New Activities	Objectives	Specific Information Included
1. The home visitor talked with mother, then child, about their vacation activities, using the toy telephones. 2. The home visitor asked the mother to read the book Are You My Mother? to the child.	3. The home visitor showed the puppets (Father Bear, Mother Bear, Baby Bear, and Goldilocks) to the child and then read the story of The Three Bears. When she finished reading the book, she assigned parts to the child, mother, and herself, so that the story could be told by each person acting out his part. Then the home visitor narrated the story, encouraging the mother and child to change their voices in playing the various parts, and to move the puppets in recreating the story. Then the home visitor suggested that they tell the story again, taking different parts this time. 4. The song "Johnny Works With One Hammer" was taught by the home visitor. In this song, as the child sings, for example, "Johnny Works with 3 hammers," 3 parts of his body are moving, as "hammers". This relationship was explained by the home visitor and she urged the child to count his "hammers", especially when 5 were working, and urged the mother also to ask him to do so. 5. Simon Says was played with instruction requiring the player to do an action n times (where n is 1 to 5). The home visitor modeled being Simon and helped the child count his actions, if necessary. Then the mother and child took the part of Simon. The educational value of the activity was mentioned to the mother.	To develop ability to recall a story in proper sequence. To encourage imaginative play by providing a structured situation in which a simple story can be re-enacted. To reintroduce a familiar activity to give more practice with counting, thus widening the range of contexts in which each was used. To focus mother's attention on the specific educational task of teaching her child how to count. To require child to follow verbal commands with and then without reliance on physical cues. To require child (as Simon) to make up and give simple verbal commands.	Size: little, middle-sized, big smallest, biggest. Correspondence between the number 1 to 5, and the number of times child does something.

4/21/69 Program Visit X -- The Three Little Pigs
(Margaret Hillert, Follett Publishing Co., 1963)

Program Visit Description			
Review Activity	New Activity	Objectives	Specific Information Included
1. The home visitor asked the child and mother to show her how they sang the song "Johnny Works With One Hammer." 2. The home visitor asked the mother and child to tell her the story of the Three Bears with the puppets as they did when she was not there.	3. Then she asked the mother and child to make up a story about things they do in their own home, using the puppets. 4. The home visitor read the book The Three Pigs to the child and mother. Then she showed the child some straw, sticks, and a brick. She encouraged the child to play with these materials and to try to build houses and to compare how easily they would fall down. 5. The home visitor brought out a flannel board and felt objects (brick house: red square, red triangle, black chimney; wood house: brown square, brown strip; straw house: yellow igloo shape; green top of tree, brown trunk; green baseline, 3 pink felt pigs, and a grey wolf). She showed the materials to the child and mother, pointing out how the objects would stick to the board. The home visitor indicated they could tell the story of the Three Little Pigs with these materials. The home visitor told the story, encouraging the child to place the objects on the board and to move the pigs and wolf. Then she told the story again, encouraging the child to take the part of the pigs or the wolf. Then the home visitor asked the mother to tell the story while the child took the part of the pigs or of the wolf.	To provide practice in story-telling, recounting events in a particular sequence. To encourage imaginative play by providing a relatively structured situation in which a story with repetitive lines, can be re-enacted.	

Program Visit X (continued) The Three Little Pigs

Program Visit Description			
Review Activities	New Activities	Objectives	Specific Information Incl
	Rotating Library- 6. Each week, for five weeks, the mother and child will be given five books from which they are invited to choose one to read during the week. Each set of five books includes one of each of the following categories: -an educational book -a book simply for enjoyment -a 16¢ book -an easy-to-read picture book -a book that is more difficult to read, with more story line, and that is attractive	3. To motivate mother to read by letting her choose book to be read. 4. To encourage her to notice how child responds to book. 5. To provide a variety of books for mother to see. 6. To give experience in library procedure, so mother could more easily use community library. 7. To discuss characteristics of a good book. 8. To encourage mother's interest in an analysis of the child's preferences regarding reading material.	

4/28/69 Program Visit XI -- Spin and Go

Program Visit Description			
Review Activity	New Activity	Objectives	Specific Information Included
1. The home visitor asked the child to show her how he and his mother had played "The Three Little Pigs" this week.	2. Spin and Go - An indoor modification of a baseball playing field was adapted to a 5' x 5' vinyl cloth with four squares identified with a numeral (1, 2, 3, 4) in order to play Spin and Go. There is also a spinner divided into four sections and identified by a numeral and the appropriate number of balls. This game was introduced to further counting to four with 1 to 1 correspondence. Lay out mat. Each person stands on the center square and spins. If his spinner had on number 1, he may be instructed to move (walk, [illegible] crawl, jump) to number 1. If it stops on any other number, he has to wait for his next turn and try again. A person may move to number 2 square when he spins a two and so on for number 3 and 4 square. The players move consecutively from the center square to square 1, 2, 3, 4. When a child reaches number 4, he's made it to home. The game may end when one child has reached home or may continue until all children have reached number 4 square. (It is necessary, of course, to decide which are the rules).	To provide practice in the correspondence between a spoken number and the corresponding set (number of balls). To model giving the child information about the number of balls, rather than testing him, if he is not sure.	Numbers: One to four, association of number of objects with spoken number, counting.

3/5/69 Program Visit XII -- See and Touch

Program Visit Description			
Review Activities	New Activities	Objectives	Specific Information Included
	1. The See and Touch book is a project-made book with simple illustrations containing objects with different textures. Hard, soft, touch, and smooth objects are glued to the pages. The home visitor modeled looking at the book with the child, encouraging the child to feel and label the texture, and asking the child to think of other objects in the room with the same texture. Then she asked the child to close his eyes and guess the object and texture from tactile clues. 2. The home visitor suggested a walk around the nearby area. She provided a pail and suggested that the child could collect leaves and other things to sort back in the home. She pointed out budding leaves, different kinds of leaves and other objects of interest as they walked and talked with the child about the texture of various objects. 3. The mother and child selected a book from the rotating library.	To encourage mother to provide her own comments on the pictures, since there is no text. To require child to describe objects in terms of overlapping dimensions. To encouraging abstracting descriptive dimension from set of concrete objects. To encourage mother to have child apply newly-learned labels to his environment by asking him to think of other objects with a certain texture. To model giving information to child about surroundings. To ask child to supply newly-learned labels in a new context.	Textures: soft, hard, rough, smooth.

5/12/69 Program Visit XIII -- Frosting Crackers

Program Visit Description			
Review Activity	New Activities	Objectives	Specific Information Included
1. The home visitor, mother and child played Spin and Go. The home visitor suggested that instead of walking from one base to another, they hop or jump like a frog or move in some other fashion each time. 3. The home visitor asked the mother to show her how she and the child had looked at the See and Touch book during the previous week.	2. The home visitor suggested to the mothers and the child that they have a bakery shop in their kitchen and make different colored frosting to put on top of cookies and crackers. Colored icing in six colors was made using powdered sugar, water and red, yellow, and blue food coloring (green, orange and purple were made by mixing food coloring). Round and square cookies and crackers were frosted with the icing. The home visitor prepared the frosting, letting the children hold the materials and measure the ingredients. The mother was encouraged to help the child mix the frosting. The home visitor commented about the colors and shapes of the frosted crackers and involved the child in conversation about the process of mixing colors. 4. After looking at the See and Touch book the home visitor brought out a red, yellow, and blue colorform. She encouraged the child to look out the window, around the room, and at the different colored pages in the See and Touch book through each of the colorforms, commenting on the changes in color so effected. 5. The mother and child selected a book from the rotating library.	To illustrate to mother how child's participation in an ordinary household activity can be structured. To demonstrate that a household activity can be educational to child since it provides many opportunities for incidental teaching. To model explaining color mixing processes to the child.	Shape: Round, square. Color: Red, yellow, blue, green, orange, purple.

5/19/69 Program Visit XIV -- Richard Scarry's Best Word Book Ever
(Western Publishing Co., Inc., 1963)

Program Visit Description			
Review Activities	New Activities	Objectives	Specific Information Included
	1. The home visitor showed Scarry's Best Word Book Ever to the mother and child. The effectiveness of this book depends upon the ability of the mother to label objects and elaborate on the pictures by talking about past experiences, color, number, categories, etc. During this visit, the following pages were used: p. 8 - The New Day p. 16 - Farm Page p. 24 - Supermarket p. 44 - Trip p. 50 - Kitchen p. 70 - Houses p. 58 - Things We Do These pages were selected because they were related to the experiences families have had in this program as well as representative of the book. While looking at p. 58, Things We Do, the home visitor started to play a guessing game with the child. She first asked questions such as, "What is the little pig doing?" Then she started to act out the parts of the various animals or people doing certain actions. Later, the home visitor acted out more complicated sequences and gave hints about what she was doing while the others tried to guess. She encouraged the mother to give hints also when she was the actor.	To model using a book in an information giving style, discussing with the child objects in the book. To give practice in relating real and play experiences to materials in a book. To model a way of asking questions without undue pressure for response. To give the child practice in answering questions. To give practice guessing what an action represents, and asking for and giving hints.	

Program Visit XIV -- Scarry (continued)

Program Visit Description			
Review Activities	New Activities	Objectives	Specific Information Included
3. The home visitor asked the mother to look at the See and Touch book with the child, using the colorforms.	2. Sort boxes - This is a medium sized box with one word -- hard, soft, rough, and smooth -- printed on each of the four sides. An object of appropriate texture was glued on the box next to the word. The mother was asked to help the child look for objects and put them in the box. Then the child was asked to sort the objects; first into two piles of rough and smooth objects, then in piles of soft and hard. The mother was encouraged to tell the child whether his categorization was right or wrong. The mother and child were asked to collect more objects and sort them during the week. 4. Before leaving, the home visitor indicated that she would like to talk with the mother for a few minutes and suggested that she ask the child to draw a picture for her in the mother's notebook while they were talking. The home visitor left the crayons and paper she had brought, and suggested that the child make additional pictures during the week, and encouraged the mother to tape them on the wall. 5. During the conversation the home visitor indicated that she would not be bringing any more books after this week and talked with the mother about the nearest public library and encouraged its use. 6. The mother and child selected a book from the rotating library	To give mother experience in an asymmetrical role situation of just watching and helping the child when necessary. To give the mother practice in immediately giving verbal reinforcement of her child's activity. To give the child practice in classification of objects in terms of a descriptive dimension	Texture labels: soft, hard, rough, smooth.

Program Visit Description

Review Activities	New Activities	Objectives	Specific Information Included
2. The mother was asked to show the home visitor three or four of the child's favorite pages in Starry's Best Word Book Ever, looking at it as they did during the week. 3. The home visitor asked the mother and child to play the game "Guess What I'm Doing" as they played it during the week. 4. The child was asked to show the home visitor what objects he had collected over the week for the Sort Boxes and to sort and label them for the home visitor.	1. The Fish Game was played with forty cards: five sets showing four squares in five colors (yellow, blue, green, brown, pink) and five sets showing four circles in five colors (red, yellow, orange, blue, purple). The home visitor spread out the forty cards showing the mother and child that there were four cards of each color and that there were two shapes. Then she mixed up the cards and dealt each player five cards. These were put into wooden card holders. Each player took a turn asking for needed shapes and colors and drew from the fish pile if other players did not have what he needed. If a player is out of cards either by making a set or having all his cards asked for, he can immediately draw another card from the fish pile. The rules of the game required that each player state the shape and color needed and the color and shape of any sets put down, and that he use the ritual command, "Go fish". In addition, simple sentencer were modeled, such as "Do you have a blue square?" The home visitor also praised the child when he got a set of four cards. 5. The rotating library books were collected at the end of this visit.	To require and reinforce simple labeling of shapes and colors and ritual language in a game (by child's getting cards and sets of four. To encourage mother to give the child information he needs to play the game.	Shape: Circle, square Colors: red, yellow, blue, green, orange, brown, purple, pink. Counting: one through four, one through ten.

6/16/69 Program Visit XVI -- "The Bunny Who Lost His Tail"

Program Visit Description		Objectives	Specific Information Included
Review Activities	New Activities		
1. The home visitor and mother and child played Fish together.	2. Then the home visitor brought out the materials for the Bunny Who Lost His Tail, a project-made action story. It uses a board on which is drawn a path with forest landmarks and animals along it, a bunny with a detachable cotton tail, and several objects which are similar to the tail in size and shape but different in either color or texture. A story is told by the home visitor about a bunny who lost his tail; a simple story line and a repeated verse. The mother is then invited to take the part of narrator of the story, who notices objects and who takes part of animals who ask the bunny (child) if this object is his tail. The child's task is to move the bunny and to describe how the offered object is similar to or different from "his tail." 3. In her farewell conversation, the home visitor talked with the mother about what the child had learned during the program and about how the mother's behavior and activities had helped him to learn. She commented approvingly on the mother's behavior which from the point of view of this program helped the child to learn (e.g., reads stories with enthusiasm and expression, rewards child when he answers questions correctly) and encouraged the mother to continue reading and other activities with the child.	To give the mother practice in improvising a narrative in a situation where there are many cues to provide a story line. To encourage the mother and child to play parts of animal characters in story primitive imaginative activity. To provide a dialogue form of story, which leads the mother to encourage the child's participating in joint recounting. To recognize the mother's success in promoting the child's learning. To encourage continued interactions between mother and child.	Identification of objects in terms of several descriptive dimensions simultaneously. Further practice with shape, color, and texture labels.

Appendix C

The Rotating Library
- Listing of Books
- Chart of Presentations to Families
- Summary of Family Response to Books

The Rotating Library
Listing of Books

A. Preferred List

1. Homes by Virginia Parsons, A Happy Nursery Book, Doubleday & Company, Inc, Garden City, New York.

2. Poems to Read to the Very Young selected by Josette Frank, Random House, New York.

3. I am a Mouse by Ole Risom, A Golden Sturdy Happy Book, Golden Press, New York.

4. The Snowy Day by Ezra Jack Keats, Viking Press, New York.

5. Goodnight Moon by Margaret Wise Brown, Harper & Row, Publishers, Inc.

6. Are You My Mother? by P. D. Eastman, Beginner Books, Random House, Inc.

7. Where's My Baby? by H. A. Rey, Houghton Mifflin Company, Boston.

8. Angus and the Cat by Marjorie Flack, Junior Books, Doubleday & Company, Inc., Garden City, New York.

9. Things to See by Thomas Matthiesen, Platt & Munk, Publishers, New York.

10. Harry the Dirty Dog by Gene Zion, Harper & Row, Publishers, New York.

11. The Truck and the Bus Book by William Dugan, A Golden Shape Book, Golden Press, New York.

B. Less Preferred List (but in order of preference)

1. Down Mother Goose Lane, Ideals Publishing Co., Milwaukee, Wis., 53201.

2. The Giant Nursery Book of Things That Go by George J. Zaffo, Doubleday & Company, Inc. Garden City, New York.

3. Big and Little by Joe Kaufman, A Big Golden Book, Golden Press, New York.

4. Who Lives Here? by Pat and Eve Witte, Capitol Publishing Company, Inc., Golden Press, New York. (A Golden-Capitol Answer Book)

5. Big Red Bus by Ethel and Leonard Kessler, Doubleday & Company, Inc., Garden City, New York.

6. One by One rhymes and drawings by Sharon Banigan, First Counting Book.

B. Cont'd.

7. The Three Bears pictures by Suzanne, Tell-A-Tale Books, Whitman Publishing Company, Racine, Wisc.

8. Finger Plays and Action Rhymes by June Pierce, The Romper Room Book of Wonder Books, New York.

9. Chicken Little by Marjorie Hartwell, Tell-A-Tale Books, Whitman Publishing.

10. The Poky Little Puppy by Janette Sebring Lowrey, Golden Press, New York.

11. Is This the House of Mistress Mouse? by Richard Scarry, A Golden Book.

Group				
A	week 1 4/1 1	week 2 4/8	week 3 4/15	week 4 4/22
B	week 5 4/29	week 1 4/1 2	week 2 4/8	week 3 4/15
C	week 4 4/22	week 5 4/29	week 1 4/1 2	week 2 4/8
D	week 3 4/15	week 4 4/22	week 5 4/29	week 1 4/1 4
E	week 2 4/8 4	week 3 4/15	week 4 4/22	week 5 4/29

GROUP A

1 Down Mother Goose Lane
2 Matthiesen ABC Book
3 Where's My Baby?
4 Goodnight Moon

GROUP B

1 Angus and the Cat
2 Matthiesen Things To See
3 Big Honey Hung
4 ABC Book (cheap one)

GROUP C

1 I am a Mouse
2 The Toy Book
3 Nothing but cats and All About Dogs
4 Poems to Read to the Very Young

GROUP D

1 Homes
2 Are You My Mother?
3 Harry the Dirty Dog
4 One by One (counting book)

GROUP E

1 Hey! Let's Go
2 Round and Square
3 The Cat in the Hat
4 The Apple Book

Summary of Family Response to Books

Book chosen	Family & Date Chosen	C's opinion after one week	Which C preferred	Which M preferred	Comments made by M
Words	H. 3/4	Whole Family liked it. M bought one at COOP.			"It's like what she's been doing with numbers and colors"
Words	D. 3/4	liked it read several times			"It's good for teaching numbers and colors"
Words	Le. 3/4	whole family liked it. M bought one at store.	X	X	"It's what S1's been doing with numbers and colors"
I am a Bear	B. 3/4	M and C's liked it a lot. Read often	X	X	"Cl and My like animals. I see a -- trout in here like one we caught on our vacation"
Truck and Bus Book	Le. 3/11	Liked it read some			"This has a picture of a school bus in it"
Good Morn. Farm	H. 3/11	liked it read some	X	X	"It has pictures of animals. That Bn would like"
Good Morn. Farm	D. 3/11	liked it read some	X	X	"Not only are there pictures of animals, but they look more real than those in the OMD book"

Rotating Library

Book chosen	Family & Date Chosen	C's opinion after one week	Which C preferred	Which M preferred	Comments made by M
Good Morn. Farm	B. 3/11	liked it read some			"There are animals in this book, and I also see some squares, rectangles and diamonds" (i.e. window-rectangle, etc.)
What Mothers Do	H. 3/18	liked it read some			"Maybe it will give me some ideas of more things I and Bn can do together"
What Mothers Do	Le. 3/18	liked it read several times			"I like them (C's) to know what different animals look like and what they do then when they see an animal they'll know what it is"
Go Dog Go	D. 3/18	M didn't have time to read it			"This has colors in it and will teach Dn about colors"
What Mothers Do	B. 3/18	M didn't have time to read it			"It's about what mothers do Cl and My already know so they can tell me and then we'll read it."

Books offered to each family but not chosen by anyone:

1. Round and Square
2. Apple Book

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